

MANUAL FOR THE PROFESSIONAL IN ADAPTED PHYSICAL ACTIVITY



TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

**HANDICAP
INTERNATIONAL**

**MANUAL FOR THE
PROFESSIONAL
IN ADAPTED PHYSICAL ACTIVITY**

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The findings, interpretations and conclusions contained in this document are solely the responsibility of their respective authors and may not be attributed under any circumstances to the European Union and Monaco's Office of International Cooperation and Development, nor to the partner institutions and associations in the project.

We extend our very sincere gratitude to everyone who contributed to the production of this guide, especially:

The people active in the working group :

Heni Hchaichi, Khaled Dhiffallah, Faten Ben Hlel, Bilel Hammami, Ons Ayari, Issam Jaouadi, Sami Ben Mabrouk, Hamed Dallel, Housseem Aloui, Mondher Klai, Maher Sayadi, Hanene Kzadri, Mondher Klai, Saadi Hichri, Mohamed Jamel Tajouri, Nadia Zinoubi, Houcine Hannachi, Mouldi Hammami, Abdelaziz Ben Hassine, Ali Ouerhani, Moez Boulila, Tarek Ben Zaied, Najla Elkamel, Saoussen Faker, Ibtihel Bdiri, Mira Saker, Ali Sbissi, Mohamed Lamred, Fedi Bahri, Khmais Boubaker and the staff of APH El Alya, and officials and staff of the Centre des Handicapés Mentaux sans Soutien Familial in La Manouba.

The technical team and members of FTSH (Tunisian federation of sports for the disabled). especially¹ :

Salah Riahi, Technical Adviser; Olfa Beji, Head, Communications; Marwane Ghali, Technical Adviser; Mohamed Khouini, Vice-President; Halim Jebali, Federal Physician; Sonia Bidouh, Secretary General, and Ali Harzallah, President

The Handicap International team in Tunisia :

Sami Ben Jemaâ, Olfa Ennaifer-Mousli, Amor Ayadi, Manel Mhiri, Walid Ben Kraïem, and Sofiane Arfaoui

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▀ Foreword

Since 1997, Handicap International and its partners have been developing actions in Tunisia for persons with disabilities, designed to improve their quality of life and promote their social participation. From this perspective, the practice of physical and sports activities provides many wonderful opportunities for personal development and social inclusion, which promote wellbeing and the sharing of joy.

With this in mind, FTSH (Tunisian federation of sports for persons with disabilities) and Handicap International have cooperated to develop the project "Sports and disabilities, for better inclusion of persons with disabilities in Tunisia." The project was launched in 2008 with financial support from the European Union and Monaco's Office of International Cooperation and Development. The specific goal is to provide disabled persons with access to regular and adapted physical activities and sports for their personal development and to enhance their social inclusion.

For three years, this work was conducted through cooperation with national institutions, ISSEP (the higher institute of sports and physical education), ONS (the national sports observatory), CNMSS (the national centre for sports medicine and science), and with professionals from URR (regional rehabilitation units). Their contributions were coordinated with Tunisia's Ministry of Youth, Sports and Physical Education (MJSEP), Ministry of Public Health, and Ministry of Social Affairs and Tunisians Abroad.

At the local level, through many specialised structures, we noticed that very tangible activities are being developed. Developments are also emerging through non-specialised local organizations or government structures. By bringing people together, including persons with disabilities, these activities promote development of a more inclusive society, one truly made "for all."

As such, important work has been carried out to strengthen the national sports movement at the structural and technical levels. At the same time, the skills of sports teachers and special education teachers were upgraded and their awareness heightened. This was also done for health and social services professionals, in order to foster better use of physical activities and sports for all.

The actions carried out by Handicap International and FTSH also promote the involvement of local players in concerted actions centred on sports (e.g. sports events, awareness-raising workshops, development of shared sports facilities), thereby helping to change the social representation of disability and how it is viewed, so society as a whole, both locally and nationally, can provide adapted responses that favour better inclusion of persons with disabilities.

This guide is intended for all the people who voiced a strong desire throughout the project, to increase participation of persons with disabilities in physical activities and sports. It provides a practical and educational tool rooted in reality. The authors facilitated the contributions of Tunisian professionals, to meet their expectations more effectively and to ensure that educators continue to enrich their creativity and ideas for mentoring any person interested in participating in, advancing through and gaining enjoyment from the practice of an activity.

I am convinced that this detailed work and enthusiasm pioneered in Tunisia will contribute to the recognition of all people as they are, considering their differences and their rights, to facilitate the development of a more inclusive society.

Bertrand Effantin

Sports & Disability Project Manager

Handicap International in Tunisia

▾ Preface

This guide is the result of a collective effort by experts in Adapted Physical Activity (APA). It was led by Handicap International and in conjunction with Tunisian physical activity and sports professionals working in the socio-educational, rehabilitation and disability sports fields. This guide focuses on implementing APA in a recreational, educational or rehabilitation context rather than through a competitive sports approach.

As we will see throughout this guide, APA is based on factoring in each person's differences, skills and abilities where exclusion has no place, and it leads to a more inclusive approach that fosters social participation by everyone, including persons with disabilities.

Who is this guide intended for ?

This guide covers the theoretical principles of APA as well as the practical aspects linked to it, and is intended particularly for APA teachers in socio-educational centres with children with disabilities. Nevertheless, the guide's intended scope is broader, and encompasses daily activities organized by a large number of actors such as physical education and sports teachers in all types of schools, sports club coaches, recreational centre educators and facilitators, and even workers in rehabilitation centres or medical and social services centres.

How is this guide organized ?

This practical guide has three parts :

- The first part, "Principles and Benchmarks", defines and explains further general concepts.
- The second part, the "Practical Guide", answers questions about adapting a game, sports or physical activity.
- The third part, "Toolbox", is presented in the form of individual cards.

It is divided into four 'drawers':

- Tips for adapting the four key components of an APA session;
- An introduction to players by type of impairment;
- Sample APA cards;
- Background documents for developing or assessing APA sessions.

To help users find all the answers they need, this guide has been made as comprehensive as possible, with detailed breakdown of these three complementary parts.

At the end of this guide, you will find a bibliography and references on physical activity and disability situations.

The toolbox provides dynamic support in the form of cards that can be used individually, and which can be adapted using personal experience.

The bibliography at the end of the guide gives users information on references cited and a list of resources for upgrading their knowledge in the field of APA.

Meet Mahmoud :



Throughout this guide, Mahmoud will give you tips and advice for developing and facilitating APA. Mahmoud has a master's degree in APAS (adapted physical activities and sports) from ISSEP (Higher institute of sports and physical education) in Tunis. He teaches APAS. He has also completed several internships in specialised centres, worked with persons with hearing impairments and in a centre for children with mental impairments, and he now works in a centre for adults with physical impairments. His vast experience will provide you with various tips throughout the guidebook!

Please note, that you are invited to incorporate these tips and advice to enhance your existing knowledge and experience!

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PART 1 PRINCIPLES AND BENCHMARKS

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1. Physical activity

DEFINITION AND BENEFITS

“Physical activity” and “sports” are frequently linked, but these terms are not actually synonyms. While physical activity encompasses all situations that place the body in movement, sports cover only some of these situations.

Definition

- **Physical activity**¹ refers to all body movements produced by muscle contractions, and which increase energy output. This includes all movements in daily life that are performed during working hours as well as leisure times.

Definition

- **Sport** is defined as “ all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games”²
- **Sport** is a rule-oriented and organized physical activity, competitive or not, and practised in a controlled setting.³

Physical activity is therefore broader than sports, which has rules and codes that refer to only one area of physical activity: coded and regulated physical activities.

Physical activity in the broader sense includes regulated practices as well as non-competitive practices with physiological and human development elements, the latter which we have taken particular interest in this guidebook.

1. <http://www.sfp-apa.fr>

2. United Nations Office on Sport for Development and Peace.

3. <http://www.APA-Sante.fr>

Engaging in sports and physical activity has many individual as well as group benefits, including the following :

➤ **Promotes a person's physical, psychological and social wellbeing** : As a playful education method, engaging in physical activity provides an opportunity to develop awareness of, knowledge on and maintenance of one's body, while knowing one's strengths and limits. Physical activity also provides an unparalleled framework for improving general physical fitness, developing skills, and contributing to a person's wellness. It is notable that sport and recreation have been included in many rehabilitation programmes⁴. At the psychological level, physical activity can be used to counteract stress and anxiety.

Physical activity provides an opportunity to...⁵



➤ **Contributes to personal development** : Through activity, people gain better self-knowledge, develop an ability to act, and gain a sense of control. It can also develop self-confidence and trust in others, self-esteem, and so forth. People are able to make decisions about themselves and also to become involved in various areas within the community. Engaging in a physical activity is a major tool that contributes to the on-going development of a person's physical, mental and social skills.

➤ **Fosters " living together "** : Engaging in a physical activity facilitates human encounters, exchanges, self-knowledge and people developing a relationship with their environment. Through its popularity or play and entertainment value, physical activity can create a local dynamic and serve as a catalyst for developing other types of activities. It is a tool

4. Community-based rehabilitation, through WHO and other United Nations agencies as well as non-governmental organisations, is a multi-sector strategy for meeting the needs of disabled people as a group, ensuring their social participation, and improving their quality of life.

5. Based on the publication: UNICEF, Sport, Recreation and Play, United Nations Children's Fund (UNICEF), August 2004, 28 p..

for gathering people, cohesion and exchange. It can rally a large number of people around a joint activity and can also facilitate communication and sharing centred on themes or concerns common to all.

Physical activity is for everyone, with no restrictions on physical or psychological condition, age, or gender. Given the many benefits, physical activity is now recognized internationally as an essential right:

➤ The World Health Organization (WHO) recommends engaging in physical activity to maintain good health⁶ and as a community-based rehabilitation method⁷

➤ The International Olympic Committee (IOC) adopted the Olympic Charter on the 7th of July 2007⁸

➤ The United Nations (UN):

- Dissemination of the UNESCO (United Nations Educational, Scientific and Cultural Organization) International Charter of Physical Education and Sport in 1978⁹

- Establishment of the United Nations Office on Sport for Development and Peace (UNOSDP), responsible for promoting sport as a vector for achieving peace and development objectives¹⁰

Testimonial

● Mr. Ban Ki-moon, United Nations Secretary-General

“ Sport is increasingly recognized as an important tool in helping the United Nations achieve its objectives, particularly the Millennium Development Goals. By including sport in development and peace programmes in a more systematic way, the United Nations can make full use of this cost-efficient tool to help us create a better world. ”

- Dissemination of the Convention on the Rights of Persons with Disabilities, focused on " enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities " (article 30.5)¹¹

6. WHO defines health as " a state of complete physical, social and mental well-being of the person" (POSITIVE image of health). "not merely the absence of disease or infirmity".

7. Global recommendations on physical activity for health, part of the WHO Global Strategy on Diet, Physical Activity and Health, May 2004.

8. See current text of the Olympic Charter reviewed in February 2011 : http://www.olympic.org/Documents/Olympic%20Charter/Charter_en_2010.pdf

9. http://www.unesco.org/education/information/nfsunesco/pdf/SPORT_E.PDF

10. <http://www.un.org/wcm/content/site/sport/home/sport>

11. See Page 22. Chap. 2 Physical Activities and Persons with a disability, heading: " Persons with a disability and physical activity " .

FROM COMPETITION TO RECREATION

VARIOUS FORMS OF ENGAGING IN PHYSICAL ACTIVITY

Physical activity can take various forms:

➤ **Recreational physical activities** : Recreation is activities enjoyed during free time, outside of work, informally, while drinking coffee, playing cards, going to the beach, and so forth. The main purpose of these activities is to elicit a sense of pleasure in the person and encourage taking part. These activities are often collective and thus facilitate social cohesion and do not promote competition or striving for performance. They include recreational sports (e.g. football, volleyball, tennis), as well as games (including and indigenous games) that foster encounters with other people and sharing pleasant moments. Recreational activities are intended for both adults and children.

➤ **Physical activities with an educational focus** : These are intended primarily for children and young people. Therefore, they may include individual/group playful and educational games (e.g. swings, see-saw, kite flying), as well as "indoor" games such as board games (e.g. chess, draughts, oware), cards, or dominos. Such play activities develop awareness and overall skills (e.g. physical, cognitive, psychological and social) of a child.

➤ **Competitive physical activities** : These activities are accredited and federated disciplines with rules that may be adapted to an environment and the people involved (age, gender, impairment). Striving for performance and victory is an integral component. Competitive sports activities have been driven in particular by the Olympic movement, with the Olympic Games representing the world's largest sports competition to date. Competitive physical activities are practised in sports clubs or associations and their practice methods are codified and standardised. This codification is regulated in part by sports federations, to ensure fair competition. These activities therefore represent a specific practice based on competition at various levels. They quite often showcase sports disciplines to the detriment of recreational activities.

PHYSICAL ACTIVITY IN TUNISIA

Physical education and sport (PES) is a compulsory subject in primary school in Tunisia and up to the secondary level, and is recognized as a discipline essential to children's development. Today, Tunisia has 39 sports federations, which are the main structures responsible for organizing and promoting competitive sports. Football is the country's flagship activity, drawing people together in front of television at home and in cafés, as well as on countless stadiums and neighbourhood field. The government heavily promotes organized sports without

discriminating based on players' age, gender, or impairment. Women's participation is therefore encouraged, as is the case for persons with disabilities.

Recreational activities, however, receive little attention, as they are not managed by an official body. In Tunisia, aside from football, which is played everywhere and with every means possible, families go to the beach, and men play cards and dominoes in cafés. In larger cities, physical fitness facilities are flourishing and attracting men and women seeking to stay fit.

The national "Sport for All" programme¹² was set up in 2008 by Tunisia's Ministry of Youth, Sport and Physical Education, to :

- Promote the culture of sports activities among various age groups;
- Promote the benefits of engaging in sport for individual health and the health of society;
- Improve the coordination among the groups involved in physical fitness and sports practice, in order to target as many individuals and groups as possible;
- Provide the necessary sporting facilities, spaces and equipment to enable people of all diversities and age groups interested in sports to practise such activities in excellent conditions.

THE SPORT FOR ALL POLICY OF TUNISIA'S MINISTRY OF YOUTH, SPORT AND PHYSICAL EDUCATION



Sport for All consists of recreational or leisure-time sports activities in a friendly setting, where a sport takes on the aspect of a genuine culture that unites body and spirit, the social and the individual. The concept of Sport for All must not be viewed as one specific sport for everyone, instead sports activities must be viewed in their broad diversity, adapted to all. In other words, sports are accessible to everyone, all ages, both genders, persons with disabilities, etc.

¹².Tunisian Ministry of Youth : http://www.jeunesse-sport.tn/spjfr/index.php?option=com_content&view=article&id=883

The establishment of this programme implies a new awareness in Tunisia of the importance and benefits for everyone of engaging in physical activity. To ensure promotion of universal access to sport, Tunisia's Ministry of Youth, Sport and Physical Education counted 411¹³ sports facilities in the country in 2009¹⁴ (e.g. sports halls, swimming pools, turf fields, etc.).

However, these facilities are primarily used by sports associations for competitive disciplines with little availability for recreational activities. Fitness trails have been developed in cities but are not extensively used.

Testimonial

- Ezzeddine Bouzid, President of ATJSJP (Tunisian association to preserve indigenous games and sports)

Play is a universal constant of culture manifesting itself in all communities and has taken place throughout every era. Authors such as J. Huizinga* have stated that play precedes culture. As a result, we can say that indigenous games are the accurate reflection of the evolutionary dynamics of a culture; ultimately, they are a legacy passed down to each successive generation.

A society's physical and sports activities usually reflect that society's cultural values. There is a close relationship between physical and sports manifestations and the cultural contexts in which they occur. [translation] " Sports culture does not originate from the margin of its host society, but is determined by that society's culture." (Petrus Alfonsi, 1996: 514).

The vast range of disciplines and indigenous games present in Tunisia identifies it as an important symbol in the construction of a Tunisian identity with its Arab/Muslim culture. We therefore can state that these indigenous games and sports are key components of the cultural identity of Tunisians.

(* Homo Ludens - Essay on the social function of games, Paris, Gallmard, 1951, p.35)

13. Sports facilities in Tunisia (411): 148 sports halls, 178 turf fields, 13 synthetic tracks, 14 indoor swimming pools, 22 outdoor swimming pools, 2 national internship centres, 10 training centres for young football players, 4 regional track and field centres, 10 specialised or multi-disciplinary training centres, 10 sports medicine and science centres.

14. Source Tunisian Ministry of Youth, Sport and Physical Education: www.jeunesse-sport.tn.

2. Physical activity and persons with disabilities

DEFINITION OF DISABILITY

Article 1 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD), which came into effect in May 2008, states " Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

Contrary to what a disability approach based on charity might imply, persons with disabilities are represented here as persons with rights and full-fledged members of society. This definition also demonstrates an understanding of disability not based solely on a medical approach. In fact, the disabling situation is not limited to the presence or absence of an impairment but instead results from the interaction of that impairment with the person's environment.

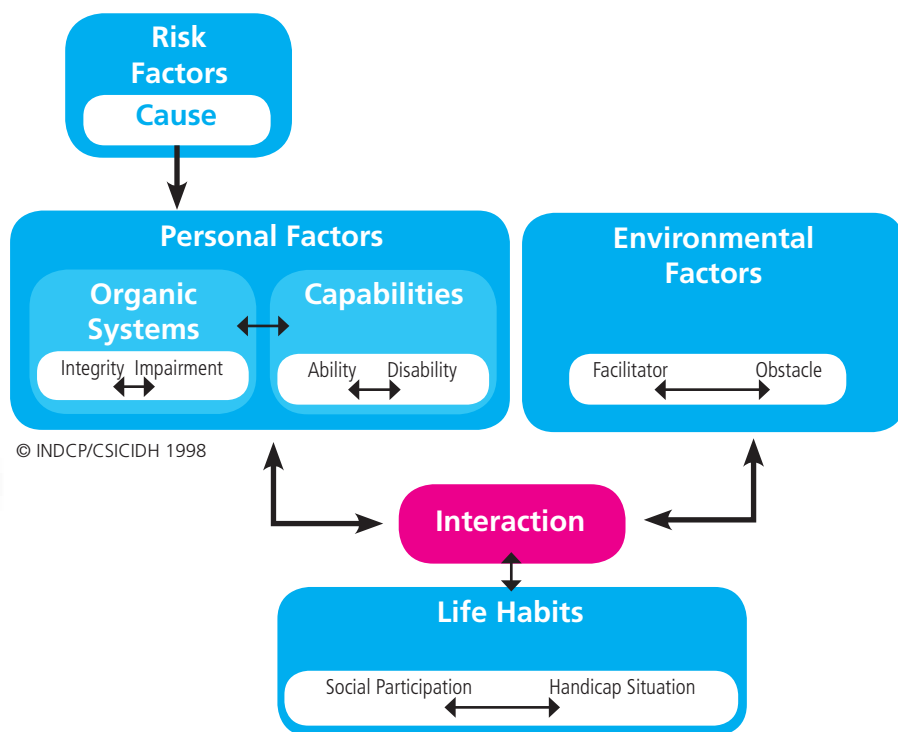
We now speak of a more social model of disability since consideration of life habits helps determine whether a person is in a situation of social participation or in a disabling situation as shown by the Disability Creation Process¹⁵ (DCP) model. DCP portrays disability as situational, varying depending on the context and the environment. It therefore is not a fixed situation and thus can be altered, through reduction of impairments or development of skills in the person, and then adaptation to the environment.

Physical activity in the broad sense is essential to the development of several life habits (e.g. mobility, personal care, etc.) and to facilitate participation in cultural, sports and recreational activities, and participation in education, community life and interpersonal relations. As we will see in this guidebook, adapted physical activities simultaneously factor in the activity, the person and the environment. They strive to limit the disabling situations and promote participation by as many people as possible, including persons with disabilities.

15. FOUGEYROLLAS, P. & al, 1998. " Disability Creation Process, individual, social and systemic approach to disability", Quebec, Canada, International Network on the Disability Creation Process (INDCP/SCCIDIH).

Disability Creation Process (DCP)

An explanatory model for the causes and consequences of illnesses, traumas and other impairments affecting the person's integrity or development



PERSONS WITH DISABILITIES AND PHYSICAL ACTIVITY

Generally speaking, depending on the opportunities and possibilities provided by the environment, people with or without disabilities are able to engage in competitive, recreational or educational physical activity. The established benefits of physical activity are especially important for persons with disabilities as these benefits can have a considerable impact on improving their health and physical, cognitive, psychological and social abilities, thereby reducing the challenges they face from their disability. Moreover, engaging in physical activity is internationally recognized as a right of every person, including persons with disabilities, as stated below in Article 30 of the CRPD¹⁶.

16. Convention adopted by the 61st session of the United Nations General Assembly on 13 December 2006 in New York City
<http://www.un.org/disabilities/default.asp?navid=14&pid=150>.

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES, ARTICLE 30



5. With a goal to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

- To encourage and promote the participation of persons with disabilities in mainstream sporting activities at all levels and to the fullest extent possible;
- To ensure that persons with disabilities have an opportunity to organize, develop and participate in impairment specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- To ensure that children with disabilities have equal access to participate with other children in play, recreation and leisure and sporting activities, including activities in the school system;
- To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Despite this, many persons with disabilities still do not engage in physical activity. This may, of course, be due to lack of knowledge of the potential benefits of physical activity and its importance for everyone, including persons with disabilities. But there are other factors. Participation in a physical activity not only depends upon perceptions of its relevance, but is also strongly linked with the often negative perceptions of the abilities of persons with disabilities. Medical contra-indications of physical activities for persons with disabilities are far less common than one might imagine. Furthermore, like anyone else, persons with disabilities have the potential to develop their abilities. By focusing more on people's abilities and providing means to facilitate access to sporting activities, we can experience the joy that diversity brings through its openness to differences and its human enrichment!

Persons with disabilities engaging in physical activity and sports have contributed to the growth of international recognition, as reflected in the inclusion of recreational and sports activities in the CRPD, as well as the establishment of networks and players spreading this approach internationally, especially within

IFAPA (International Federation of Adapted Physical Activity), founded in 1973 to promote APA around the world.

Competitive sports currently account for most of the disciplines available to persons with disabilities around the world. These are played in sports clubs affiliated with national bodies, which in turn are affiliated with international committees, the most important of which are:



The International Paralympic Committee, founded in 1989, which supervises the organisation of the Paralympic Games for persons with a physical and/or visual impairment, which includes several federations (e.g. CPISRA: Cerebral Palsy International Sports & Recreation Association);



IBSA (International Blind Sports Association), founded in 1981, for persons with a visual impairment;



INAS-FID (International Sports Federation for Persons with Intellectual Disability), founded in 1986, for persons with an intellectual impairment;



ICSD (International Committee of Sports for the Deaf), founded in 1984, for persons with a hearing impairment.

These sports networks focus on competition and peak performance to win awards, medals, cups and so forth. As in Olympic disciplines, athletes are ranked so competitors are matched in basic skill levels. The international committees and national federations organize international, national, and regional competitions that give persons with disabilities access to globally recognized sports disciplines. Although these competitions still receive little media coverage, they do raise awareness among the general public and encourage new attitudes about the abilities of persons with disabilities, in terms of performance-oriented sports disciplines. They give disabled athletes a measure of visibility and enable them to represent their country internationally, as champions. This makes them important sports ambassadors for persons with disabilities.

Through their visibility among the general public and the "heroes" they produce, Olympic as well as Paralympic **competitive disciplines** can have a strong influence on the organisation of sport within a country and can promote the operation of clubs under this classification-based and performance-based model. This ultimately limits competition to people with the same skill level, the same impairment, same age group, etc. Society comes to view sport in compartmentalized events open solely to the elite, which reduces the benefits of engaging in physical activity for social relations, such as "living together" concepts.

Whether a person has a disability or not, engaging in a competitive activity is a choice that may not automatically meet everyone's expectations. For some, engaging in recreational disciplines may prove more accessible and every bit as beneficial.

Recreational disciplines have a more flexible regulatory framework than competitive disciplines, which fosters greater freedom in organizing activities, such as: their sequence, the conditions for admitting people, etc. People engage in these activities for their personal growth and well-being during their free time, given the physical as well as psychological and social benefits they provide. In this sense, the social and relationship aspect of the activity take precedence. Requirements of physical ability and performance are not fixed and thus can include various groups and less conventional, more flexible activities that encourage the broadest participation possible. The rules can be changed based on the abilities of the individuals and the group. Throughout the activity, winning or losing matters to some extent, but is not the main reason why people came to participate. They had an opportunity to play, laugh, learn together and advance in an activity for their own enjoyment and growth!



© Guy Jaouen / AEJST

Finally, physical disciplines with an education focus, which are a part of the field of physical education or PES, use physical activities and sports to assist in the development and independence of citizens. Such disciplines can be incorporated into the project of an educational centre (school, specialised centre) for children with disabilities and meet learning objectives set by the institution or the government authority responsible for this area.

Testimonial of a person with disability

“ My name is Fédi and I love sports! When I play sports, I feel relief, I escape and forget about the challenges I face fitting into society. My team is now in the national (therefore professional) championships of the Tunisian Football Federation. I am proud to be part of this, on behalf of all deaf young people, and to be able to represent them. We have already won five games, which proves that we are just as capable as the "hearing" players and have our place in society! ”

Fédi is 27 years old and works as a technician preparing medical biological tests. He has a hearing impairment and attended school in a public primary school where he had to work twice as hard as his fellow students because the teachers made no allowance for his hearing and issues understanding. In sports classes, he encountered fewer difficulties participating because he could understand what he had to do by watching other classmates.



© Lucile Peynot / Handicap International

PHYSICAL ACTIVITY FOR PERSONS WITH DISABILITIES IN TUNISIA

In 2003, the Ministry of Social Affairs, Solidarity and Tunisians Abroad (MASSTE) estimated the number of persons with disabilities in Tunisia at 151,423 (34% of whom were women). This is the number of people who hold a disability card issued by the Regional Social Affairs Branch, following an assessment of the person based on social, environmental and medical criteria.

This card provides access to specialised services and a waiver of fees for certain common services (e.g. transportation, personal care, culture, etc.). Persons with disabilities who have few opportunities for social inclusion can turn to one of the 60 associations with a total network of 250 specialised facilities, socio-educational centres, skills training centres and sheltered workshops, often categorized by type of impairment as classified in Tunisia (e.g. motor, visual, hearing, intellectual and multiple impairments). Specialised centres, often managed by associations, take in persons by referred from government public services.

These aforementioned facilities support around 15,000 persons with disabilities and organize physical education and sports sessions often. Sports clubs or associations emerge from these centres, opening the way to competitive sports events.

There are also independent sports associations for persons with disabilities, but sports for persons with disabilities is mostly organised through clubs and associations affiliated with their regional disabled sports league (LRSH), under the auspices of FTSH at the national level. In 2010, FTSH had approximately 4,000 licenced men and women.



The Tunisian sports federation for persons with disabilities was created in 1987 under the auspices of the Ministry of Youth and Childhood, and became a member of the International Paralympics Committee in 1992. It acts as the National Paralympic Committee with a mission to:



- Develop sports activities for persons with disabilities;
- Organise sports events that will benefit them;
- Ensure preparation and management of the national teams.

The ultimate goal of the federation's actions is the fulfilment of persons with disabilities, to foster their personal development and their inclusion in society.

Testimonial

● Handicap International Tunisia, Walid Ben Kraiem, responsible for monitoring sports and disability projects in Tunisia

“ A specialised centre is managed by an association for persons with disabilities. This association may be local and independent or may be affiliated with a national group, such as: UTAIM (Tunisian union to aid persons with disabilities); ATAS (Tunisian association to aid the deaf); AGIM (general association of persons with physical disabilities); ASDA (association to support persons hearing impairments). These specialised social-educational centres generally accept children aged 3 to 15 years. Correspondingly, skills training centres accept people up to the age of an adult. The professionals working in these centres are primarily specialised educators and trade instructors. Not all specialised centres have an ideally full team, consisting of an adapted physical activities and sports educator, a psychologist, an occupational therapist, a physiotherapist and a speech therapist. Sometimes only one is present and must look after the essentials. ”

3. Adapted physical activity

DEFINITION AND OBJECTIVES

OF ADAPTED PHYSICAL ACTIVITY

In Tunisia, but also elsewhere in the world as noted earlier, recreational activities are currently less recognized and developed than competitive or even educational physical activities¹⁸. These areas of recreation and enjoyment are the venue for adapted physical activity (APA).

“What matters most is the person, his desires, his goals¹⁷”
G. Ninot and M. Partyka

The purpose of adapted physical activity (APA) is to promote people's **health, independence, quality of life and social participation**.

This is a field of interdisciplinary expertise that includes:

- rehabilitation and therapy ;
- physical education and sport ;
- recreation, play and recreational activities ;
- sport at all levels of play.

Testimonial of a professional

- Moez, occupational therapist providing APA, Tunis

“If people come from a village in southern Tunisia, it's not the same as coming from Bizerte or the capital. Their lifestyle has not been the same, they have certainly not played the same sports during childhood and their mental images of sport may be different. It is therefore important to know people's origins, preferences, and the games they know, to motivate them and involve them in an activity.”

17. G. Ninot et M. Partyka, 50 good practices for teaching APAs, REVUE EPS n°73, 2007, p.65

18. A diagnostic report published in 2008 by Handicap International on involvement in physical activities and sports in specialised centres persons with a disability in Tunisia reports, [translation] “Of the 52 centres in the study sample, 36 cited the criterion of performance.”

APA considers the individual as a whole being, through a physical, psychological, cognitive and social approach that promotes growth of the person using empowerment to take personal responsibility for his/her own wellbeing. This approach is based on three main educational principles:

→ **Success-based teaching:**

Create situations adapted to a person's abilities so he/she can succeed at the task and avoid obstacles that might set the stage for failure and lead to disappointment and frustration.

→ **Personalized teaching:**

By listening to a person to understand his/her environment, needs, desires and resources (or abilities), the teacher can develop a proposed activity with that person to promote growth and achievement of his/her personal goals.

→ **Differentiated teaching:**

This method complements personalized teaching and incorporates the group aspect and its diversity. This approach implements a wide range of teaching and learning methods and procedures. It enables students of varying ages, skill levels, abilities and aptitudes to achieve joint objectives through various means and, ultimately, educational success¹⁹.

Individual mentoring in APA and in the adapted activity itself differs for each person. Knowledge of each participant therefore is vital. An APA professional must not only adapt his/her posture and attitude to each person's traits, but must also share this knowledge of the other person, to the person to suggest adapted situations and activities that may suit them. To enable an individual to draw on his/her resources and develop personal abilities to achieve the goals set with the APA professional, the professional must adapt the activity by modifying the following factors²⁰:

- Communication methods
- Aids
- Rules
- Materials
- Environment
- Skills

When we talk about APA, most people initially think that APA is "activities for people with disabilities." In fact, as we have already seen, people with disabilities are still too often seen as "unable." Because of poor knowledge of people's potential, teachers, coaches, facilitators or even players may exclude them from play. People with disabilities may also willingly exclude themselves for these same reasons of poor knowledge of their abilities, fear of failure, fear of being seen by others, or rejected by them.

19. Definition given by the Superior Council of Education in Montreal.

20. cf Part 2, Designing an Adapted Physical Activity, The CARMES toolbox, page 74.

Yet APA is a valid way to eliminate negative depictions of persons we find different, and a way of promoting participation by people off the playing field, in their families, at school, and within their community.

APA therefore strives to give everyone, without exception, access to the benefits of activity. The goal is certainly not to stigmatize further a category of the population, such as systematically grouping people with amputations together or placing persons with hearing impairments all together. There is a choice to be made by all participants, to engage in competition or recreational activity, with people who have the same type of impairment as them, or with any person who is non-disabled.

IN AN APA INCLUSIVE APPROACH, EVERYONE ENGAGES IN THE SAME ACTIVITY, IN THE SAME PLACE AND AT THE SAME TIME.

Starting with this idea, the unique aspects of all individual members of a group are considered, such as: interests, abilities, skills, movement ranges, and presence of an impairment. The person leading this group, whether an educator, teacher or facilitator, will be encouraged to create an activity that allows everyone to participate to their fullest and on an even footing with others. This leader will have to rely on personalized and differentiated teaching methods to provide sufficiently adapted means for everyone to grow and share in an enjoyable time within the group.



FOCUS ON ... EQUAL OPPORTUNITY !

Every person has an equal right to participate. However, participation is relative to each person's specific characteristics. The situation is fair when a sufficient quality and quantity of means are provided to all, for successful and maximised participation. The professional is responsible for ensuring that opportunities to participate and the level of participation are fair for everyone in the activities organised !

APA provides a free space for both the person and the APA professional, letting go of the rules of the sport and academic disciplines to free the person to enjoy the activity.

To offer people with disabilities more than mere participation in refereeing or score-keeping and to rethink rigid rules to create an adapted physical activity that can suit a greater number of participants. One must move beyond "normally this is how it's done", "normally a net of this height is needed", and all other preconceptions that limit opportunities for participation.

All the subtleties of the approach consist of “de-materialising” and “deconstructing” the existing practice to convert it into an opportunity for creativity and inventiveness to foster everyone’s growth. The goal is to create an appropriate, open playspace, accessible to all.

Play is not just for children! Teens, adults, and seniors can play and love to play! It just requires a bit of thought to adapt the game to people’s level of understanding and expectations.

WHERE CAN APA BE ORGANIZED ?

APA can be developed **wherever** people with different physical, intellectual, emotional, and social abilities want to engage in a recreational physical activity to improve their well-being. APA can be a teaching aid as well as a catalyst for children’s and adults’ involvement, whether in an institutional or an informal setting.

APA generally can be organized in various institutions (e.g. functional rehabilitation services, socio-educational centres, schools, recreation centres, youth homes, vacation camps, sports or cultural associations, retirement homes, prisons, etc.)

APA can also be organised in villages and neighbourhood public sports fields, such as municipal football pitches, the beach, etc.

PHYSICAL EDUCATION AND SPORT AND DISABILITY

Physical education and sport (PES) programmes are tailored to the child’s development level and focus on acquisition and development of specific skills. If we want to ensure fair and equitable access to learning and personal growth for all, the aim cannot be a performance level to be attained. When seen as physical prowess, performance more appropriately belongs to the field of competition than to education and bio-psychosocial development of the person.

Testimonial

● Bui-Xuân, PES and disability teacher and researcher

“ The goal in PES is not an expected performance but just to get students moving, at their own level. ”

Performance can be used in specific situations to give children better self-knowledge and develop their perseverance, endurance and drive to excel. However, leading children to focus on themselves and set a goal of surpassing others and solely on their own performance does not match the goal of positive human encounters and social cohesion. Furthermore, focusing on performance can set up some participants up to fail, with the risk of negative consequences, such as lower self-esteem or increased frustration.

Teaching is based on developing skills, values and abilities of participants, tailoring it to their needs, which means that responses are adapted to each individual. Furthermore, we can focus instead on teaching a child something, having him/her learn how to do something that intrigues them. This requires exploration of various situations and using one’s body in different ways without a specific benchmark.

Testimonial

● G. Ninot and M. Partyka

“ APA teachers in a specialized institution must shift their focus on physical activities and sports to an analysis of the needs of a person involved with a physical activity or sport to achieve his/her personal goals. ”

Quality of teaching and the human relationship, important in PES, impact with students with disabilities and are developed over numerous encounters. The role of fun can sometimes be forgotten in PES classes, on the pretext that the children are there to learn to “do it right.” This concept must be clearly kept in mind: fun is the driving force of learning. If young people are having fun, their motivation to persevere, try new things, and reach out to others will only improve!

PERSONAL NOTES

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PART 2 PRACTICAL GUIDE

➤ I. The adapted physical activity professional

- Basic principles for adapted physical activity professionals 39
- Role and approach of adapted physical activity professionals 41

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1. The adapted physical activity professional

Various people may use APA in their daily work and they have a decisive role in organising activities, be they teachers, educators or recreation facilitators. For this guide, we have chosen the term “APA professional”, which covers these various APA workers who may use activities in various settings.

Designing an activity is the first key step for conducting an APA and is the responsibility of the APA professional. We will return to this later in our discussion of steps for implementing an APA.

Considering aspects of the relationship and the impact of activity on people’s psycho-emotional aspect¹ and on the professional’s attitude and approach are also important factors in determining the quality of the APA implemented.

“ Professional APA intervention should never diminish quality of life but should always move towards overcoming established discriminatory or disrespectful concepts. ”

G. Ninot and M. Partyka

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BASIC PRINCIPLES FOR APA

PROFESSIONALS

APA takes place in a social setting. The APA professional mentors players as they learn about living in society, by challenging them through :

- The joy of sharing, helping one another, belonging to a group, developing self-image and self-worth as reflected by others;
- Respect for safety instructions and group dynamics;
- Listening to others and sharing speaking time;
- Helping and cooperating to resolve challenges.

¹. Larousse definition: that which involves the emotional aspect of the mind.

THE FOUR COMMANDMENTS OF APA PROFESSIONALS

1. The 3 P rule

PLEASURE

Pleasure is an enjoyable feeling resulting from a need that has been met. It gives one a reason to participate, [translation] "it is the springboard for learning," to quote Gagnaire. Pleasure is essential to the social benefit of sport. Pleasure is derived from personal involvement, which is why participation must be maximised, and should be promoted through play.

PARTICIPATION

Participation must be maximised to promote personal involvement and access to the benefits of the activity. Participation and building personal relationships are closely linked, which is why APA educators must create this link.

PROGRESS

To progress is to advance, develop, grow, and gain in skills and self-confidence, moving from the simple to the complex. Any cycle, session, relationship, or project focuses on personal well-being from the individual and/or collective perspective. For this reason, activities must be conceived and created with people based on situations, discussions, and simple requests. The goal is to be confident about goals but not too demanding: involve each person, each group, each relationship in a progressive approach adapted to its rhythm and needs.

2. Think of the person

Each person is unique, and the activity is organized around his/her well-being.

3. Think of abilities and potential

People always have unused potential and abilities that can be developed and used!

4. Think of interpersonal relationships

You are a creator of links between people so they can live better together.

ROLE AND APPROACH OF ADAPTED PHYSICAL ACTIVITY PROFESSIONALS

PROFESSIONALS CONTINUOUSLY EXPAND THEIR KNOWLEDGE OF PEOPLE

Professionals must start from a person's needs and desires to build an APA. Knowledge of each person is built through encounters and life experiences, through dialogue, listening and continuous observation. Professionals adjust to provide solutions that promote each person's growth. An impairment should not be over-estimated, however if there is a change in a cognitive, physical, psychological or social function, the professional must be aware of this as it might affect participants' emotional and physical safety as well as their development in the activity. The necessary steps must be taken to maintain everyone's safety and encourage participants to progress.

PROFESSIONALS ARE POSITIVE

Definition

● **Positive** : indicating, relating to, or characterized by affirmation, addition, inclusion, or presence rather than negation, withholding, or absence. (Merriam Webster Dictionary)

APA professionals build a positive image of persons with disabilities.

First, they must question their own vision, their relationship to disability and their motivations for working with persons with disabilities. Self-knowledge reveals why one acts and reacts in a given way and whether one believes in the ability face the challenges that may come. This provides resources for improving one's own practices, for everyone's wellbeing!

To create a genuine **relationship** with and between each of the participants, APA professionals must:

- Detach from the negative image of disability and difference, based on the inabilities and limitations of a person with disabilities. How can we convince a person to grow and change if we ourselves have a negative view of the person's impairment?
- Believe in and focus on people's abilities and potential, be open to them, listen to their goals of for self-realization, dialogue with them and help them feel considered. Our vision should open to the person's potential, to what might be achieved by and with the person beyond what has already been accomplished.

APA PROFESSIONALS = FOCUSED ON ABILITIES !

They are attuned to everything that can be done by the people they welcome to their activities and have a very special mission: to identify and develop each person's potential!

APA professionals use respectful language. Adopting a positive attitude towards people specifically includes the words we use to describe them, and that is why negative descriptions must be eliminated!

Guide to appropriate language

To use appropriate language, one must remember that a person with a disability is first and foremost a person...

○ Avoid saying...	○ Instead say...
the " disabled "	" persons with disabilities "
the " physically disabled " or the " physically impaired "	" persons with a physical impairment "
the " deaf "	" persons with a hearing impairment " or " persons who are hard of hearing "
the " mentally retarded " or the " retarded "	" persons with an intellectual impairment " or " persons with a mental difficulty "

In addition to being positive, to forge links between and with people, professionals must be **enthusiastic!** This facilitates a friendly and positive atmosphere during the activity.

Tip from a professional

○ Bilel, APA Educator, Tunisia

“ One must be close to participants during APA and create a genuine relationship. Our presence is very important for them to enjoy an activity and feel motivated ! ”



RECIPE FOR A FRIENDLY ATMOSPHERE

In addition to your smile and your mood, add a touch of patience and a large dose of tolerance, so participants will feel happy they are present and feel confident! These ingredients are crucial for getting along well during an activity and enhancing your relationship. Use them in every circumstance, whether feeling or not, and they will produce results!

PROFESSIONALS QUESTION THEMSELVES, TO IMPROVE

To be an educator means above all you have a constant **approach of questioning**. One must also consider that **"to err is human!"**, that everyone can encounter problems. These problems are an opportunity to learn and progress, by questioning our pre-concepts. There must also be a willingness **to take the risk** of trying something new, which may not work fully but ultimately will prove useful! Being open to other possibilities, other suggestions, is necessary to upgrade one's skills and readjust an activity so it is better adapted to the participants!

“ There are no problems, only solutions ”

Tip from a professional

○ Houssein, football coach with the 'Voix du sourd' [voice of the deaf] association
“ One must not fear failure, one must be optimistic, always approach difficulties as a chance to rise to the occasion. One must always overcome obstacles, and never retreat . ”

Through a questioning approach, one will also consider the participants' reasons for their actions. The relevance and coherence of sessions can also be questioned, its cycle, its organisation, and according to the overall project. This review can also focus on such factors as whether sessions are organised to provide all participants with access to the means for achieving their goals.

PROFESSIONALS ENSURE EVERYONE'S SAFETY

APA professionals are the guardians of participants' well-being and safety. When we talk about safety, we often refer first to physical safety.

We are often aware of any risks linked to a physical activity for all individual participants according to their physical condition (e.g. cardiovascular capacity, ability to do a movement, risks of bedsores, etc.). And so, as experts in abilities and people's potential, professionals must have everyone participate at an adapted level of physical intensity and range of movement that does not prevent participants from achieving their full potential! There are still too many children and adults totally excluded from physical practice on the basis of their impairment!



An impairment does not rule out taking part in activities, if they are adapted!!

Organising a space and using equipment that poses no risk to one's self or others is essential. Using their powers of observation, professionals must ensure that nothing in the play area might cause an accident (e.g. objects on and around the field, sharp objects, etc.).



TIPS FOR CREATING A SAFE ENVIRONMENT

- Identify areas of possible risks
- Classify likelihood and severity of risk
- Be able to interpret signs of anxiety specific to each person
- Managing your own emotions

Safety also includes emotional and psychological safety: excesses of joy and excitement, as well as of nervousness or even aggression, can have negative physical consequences (e.g. falls, injuries, horseplay) and psychological impact (e.g. loss of control, feeling of isolation, etc.). Professionals must maintain calmness of the activity and limit excessive behaviour and emotions to ensure the well-being of the group and of every member. Avoid isolating a person (e.g. assign the role of referee to everyone in rotation, propose a "fair" situation for that person-observer role, etc.) on the pretext that he/she cannot participate in any other way, cannot communicate or has a poorly adapted attitude. This can make that person feel emotionally and psychologically insecure, resulting in diminished sense of self-worth, feelings of exclusion, loss of confidence, and withdrawal into self.

PROFESSIONALS COMMUNICATE

Knowing how to communicate is essential for working with the people you are involved with and who rely on you. APA professionals are often thought of by their participants as well as their colleagues as fun and entertaining, as they aren't connected to school, rehabilitation, or work. This way of being seen is a great asset! Being available and attentive to people earns their trust and helps us to know them better. Professionals therefore must never hesitate to start dialogue and to invite a person to share openly.



© Bertrand Effantin / Handicap International
*UTAIMI/ATAS Centre in Testour. Seven stones game.
The child hits the target, with the educator standing next to him.*



PRACTICAL TIPS FOR GOOD COMMUNICATION

→ 1. Adapt your posture :

- Smile, be open and welcoming to ensure a good atmosphere.
- Put yourself at the same height as the person and face him/her to communicate.
- Make eye contact and show that you want to get to know the person.

→ 2. Be attentive

- Allow people to speak for themselves
- Ask clear and open-ended questions (“Why?”, “What do you want to do?”).
- Mirror others’ words while rephrasing them, for better understanding of their thoughts and feelings (“You said..., Could you explain?”, “If I understood correctly...”).
- Pay close attention to non-verbal communication: looks, gestures, and emotions (e.g. joy, anger, fear, anxiety).
- Restate something if you think you misunderstood.
- Remain objective in restatements without excessive interpretation of the other person’s words and without inducing responses.

→ 3. Show empathy

- Put yourself in the other person’s place to understand what he/she is truly experiencing in a given situation.
- Do not make others a “victim” but try to understand what they are feeling.
- Question yourself about their experience, their path, what they may have encountered, and felt in the past and present.
- To facilitate establishing a relationship with other people, ask yourself about their fears, their likes and their hopes during your encounter.

→ 4. Value the person

- Compliment them, and provide positive feedback (“that’s good”, “congratulations, you tried”, etc.).
- Focus on people’s strengths and the rewarding aspects of their journey.

PROFESSIONALS OBSERVE

They observe people in action and analyse situations to provide the best solutions, while adapting their approach and activities.

PROFESSIONALS ADAPT

Adaptation is a process by which a person, noticing a change in their environment, modifies objects or parameters in relation to him/her, to be able to perform a task.

To adapt, professionals must:

- ➔ Accept that each situation, context and person is unique and requires a unique approach and behaviour; this avoids ruptures, blockages, and frustration implementing a relevant action;
- ➔ Detach from a rigid vision of sport, of venues, and of the composition of groups, to create an entertaining activity accessible to everyone; the activity must adapt to people’s needs and abilities and to what is available for implementing the activity.

Adaptation of the activity occurs during its design as well as during its implementation, a player has limitations not considered during the planning². The same applies if the professional has a smaller venue than expected, leading to a change in the initial plans. A group may become tired during the activity, which will also require adaptation. The professional therefore may decide on a completely different activity.

A professional speaks

○ Ali, APA Educator in El Alia

“ Sometimes one imagines that everything will proceed smoothly as planned, but one day I had planned a football session in the gym. When I entered the gym to wait for the group, I learned with just 10 minutes remaining that the space was already taken! I had a choice between the hallway and the small yard. I organized games in the small yard, and everyone enjoyed this and walked away with very good memories!³ ”

2. cf Part 2, Designing an adapted physical activity, The CARMES toolbox, page 74.

3. cf Basic principles for APA professionals, pages 39 – 40.



**FOCUS ON ...
MEETINGS**

Interpersonal meetings and genuine dialogue are notable when people play, laugh and talk together. Being in the same field is the first step towards participation, but that's not enough ten people can share a field without even passing the ball or exchanging a word!

If people are unaccustomed to playing with others, it is important to be present and work from the simple to the complex, as in the following examples:

- ➔ Encourage cooperation in pairs, then threes, then groups of five, and finally, the whole group !
- ➔ Use balls, which are means of communication loved by children of all ages !
- ➔ You can also use ropes and sticks as a means of mediation between individuals !
- ➔ ... Little by little, promote communication and contact in your activities! !

APA educators are also creators of tools and situations.

Each situation is unique and may require you to choose a new material or adapt how it is used, as well as to create play situations, or employ tips to make the session the funniest, the most enjoyable, stimulating and relevant as possible. Creativity enables you to invent and design tools and situations to address specific problems or capitalize on opportunities to improve and diversify activities for everyone's benefit.

APA session on Monastir beach, including 12 children with various impairments. The professionals are using tennis balls on plastic bottles as markers for a relay course. One runner sets them down and the teammate must pick them up again in a to-and-from activity.

© Leila Sarraï / Handicap International



We all have creative talents! Creativity is an active process that requires participation and a personal investment.



ADVICE ON BEING CREATIVE

- ➔ Observe and analyse what exists : a situation, an opportunity, or a specific problem.
- ➔ Make changes while analysing what is available (e.g. people, materials, your experience, your knowledge, documents), questioning yourself, and letting your imagination run freely (e.g. to involve people in an adventure-playing pirates with children, presenting a challenge with adults), and also by drawing on participants' imagination and creativity !
- ➔ Have confidence in yourself.
- ➔ Dare to make suggestions, follow your ideas as far as they lead you, conduct trials, and you will experience the benefits of the virtuous circle of creativity !

The only limitation on the use of objects, people or nature to using a space and create play situations is the concern for safety !



ANY OTHER IDEAS?

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PROFESSIONALS ADJUST

Adjustment can take place during a session, after noticing a problem that has arisen, or when a new idea emerges, or to make the situation more feasible for participants. A little distance is needed in the heat of action to decode information and interpret data, to understand the problem and attempt to provide a response.

For Example

Mariam is part of a group that has been introduced to an activity. It turns out, however, that Mariam is not participating in the activity. The goal is to have Mariam participate, for her to feel she belongs to the group and for her to know the rules, and to mentor her in accomplishing the task challenging her. Possible reasons for her lack of participation are suggested: did she understand what I was asking of her? Did she do this to get special attention from me? Does she have the ability to do what I'm asking of her?

2. “Working with” : the participatory approach in APA

To recap, APA focuses on a person’s overall wellbeing. Our work is therefore centred on the participant! And so, the participant is the first person with which we must collaborate with, before approaching other people who surround and influence the person, such as parents, relatives, and various professionals who may be mentoring the person.

“ There is strength in unity ”

APA session on Monastir beach. The educators participate alongside the children, using a parachute and balls of various sizes.

© Leïla Sarraï / Handicap International



The participatory approach means partnership at each and every step, from information gathering through APA design and implementation, to evaluation.

The information you obtain directly from the participants and from the other players will help you identify approaches for designing your activities and determining your specific role, while involving each person concerned. The participatory approach is based on listening, dialogue and exchange. Your human and interpersonal qualities as well as your communication skills are indispensable.

“WORKING WITH”... THE PARTICIPANT

Participants hold the central place in the project and their interests should be prioritized over those of others close to them. It is important to start from their needs, desires, suggestions, and personal preferences to building APAs with them. Later, we will see how to involve participants in their own progress and build with each of them a personalized APA factsheet through gathering general information about them and determining specific objectives for group activities.

Here are a few tips for promoting participation :



The root of the word “accompanying” refers to “a person who eats with”, places less emphasis on «doing for» (as in professionals being caretakers of a person) and more emphasis on the idea of people ‘being with’ the person. Accompanying, or mentoring, requires that the professional be present in a phase, in the situation experienced by a person, to facilitate the smooth progress of that phase (B. Bergeron).

- + Assess the situation: from the initial contact with the participant, gather information about them, talk with them about their desires and wishes, perceptions of sport, etc.



FOCUS ON ... THE FIRST MEETING WITH A PARTICIPANT

In your first exchange with individuals, ensure that they are comfortable and open an informal discussion, using your interpersonal and communication skills. Adopt a listening body posture to identify their hopes, fears and desires relating to an activity (e.g. sources of motivation, what they value in activity, what they dislike, what they fear, etc.). Focus your discussion on what the person likes and why he/she wants to engage in an activity.

If, for example, you perceive that a person is afraid of being injured, or of reaching out to others, your role is to reduce the fears around an activity (e.g. by explaining that this is an activity conducted in total safety, where impressing others is not needed, etc.) and to emphasise the benefits (e.g. telling the person that this is an opportunity to learn things, feel better in your body, make friends, etc.). The person’s view of his impairment situation may also be feeding certain fears, which may also be magnified by his/her family and social environment. Your role will also be to raise awareness of the benefits of APA and of the opportunities for participation that it presents.

- + Activities with the person: negotiate the objectives of the activity together in relation to personal desires and life plans, and make a “joint agreement.”
- + Suggest an initial session.
- + Suggest a session to involve the person in the activity⁴ and, based on observations of them in action, gather relevant information about the person in preparation for a physical activity.
- + Suggest activities based on the joint agreement, and ask individual participants if they have ideas for adapting the materials or for ways to perform tasks, and talk with them to refine the list of activities, etc.
- + During the sessions, foster communication, inform people of the goals, give them options, ask if they agree, listen to their own ideas and suggestions, etc.



FOCUS ON ... CHOICE

Involving players means giving them a choice, which enhances self-knowledge and development of independent decision-making skills.

The concept of choice goes hand in hand with the concept of an agreement or contract, which tries to balance between the personal goals of the participant as well as the educational/social values that the APA professional hopes to convey.



PROVIDE CHOICES BY :

- Offering workshops in various settings;
- Giving options of various materials for use during the workshops;
- Suggesting various ways of performing the task;
- Offering various spaces for the activity.



ANY OTHER IDEAS ?

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4. cf Part 2, Implementing and adapted physical activity, Facilitating a session, page 79

- + Give positive and constructive feedback to help individuals improve themselves and consolidate what they have learned.

During the session, giving feedback to participants, actively listening to them, and making a "joint agreement" with them will give the person a sense of control over their actions and strengthen their motivation and involvement, as well as strengthening their self-esteem and independence. They will more readily take ownership of an activity, to improve it, suggest solutions for it, create new rules around it and overall better adapt themselves to it, since they will feel actively engaged from the beginning.



APA session. Monastir beach. The educator is mentoring the child's actions and encouraging him.

© Leïla Sarraï / Handicap International

That's good!
 You've almost got it!
 You can work more on this movement that seems more effective!



- + Conduct an evaluation jointly with the participant, we will discuss this later in the section on assessing APAs.

 **ANY OTHER IDEAS ?**

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**FOCUS ON ...
 THE JOINT AGREEMENT !**

When designing an activity, the joint agreement between the player and the professional helps define the objectives contained in a 'contract' based on the person's expressed wishes and desires and the professional's educational objectives. Providing a choice is important, but this does not mean participants are allowed to do anything they want - the professional must still make sure that the activities have educational value.

During APA sessions, a formal agreement may be reached between the professional and a player, between the professional and the entire group, or between members of the group. This can act as a source of motivation which can be a lever for learning!



RECOMMENDATIONS

• Talk individually with each player to get to know them. Analyse what they say, to clarify your objectives, and reach agreement on joint objectives !

Giving too many choices can put a person in an overwhelming situation and is counter-productive to APA which aims to value the person's involvement!



• Set challenges for each person for the session, or invite them to set achievable challenges together, etc.

 **ANY OTHER IDEAS ?**

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“WORKING WITH”...

THE PARTICIPANT’S FAMILY AND SOCIAL NETWORK

The family environment is a determinant of who we are, so to gain knowledge of individual participants we need to meet their family as well as the participant him/herself. The family must be consulted to learn more about the life experiences, context and life habits of the person, and about the role the family plays and how it supports the person (or not). This discussion may help to refine the goals set as part of the joint agreement with the participant, as well as the approaches to adopt.

Here are a few tips for involving the family :

- + Reach out to meet families, conduct a verbal interview to gain information about the participant’s habits and living conditions, and inform them about the APA activity.
- + Organise regular parents’ meetings to keep them informed and to make note of expectations, requests and progress.
- + Organise “family sports” activities so parents can discover what their child is doing during APA sessions, and play with their child to foster the construction of a new self-image, and a new relationship between parent and child.



ANY OTHER IDEAS ?

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“WORKING WITH”...

MEMBERS OF THE MULTI-DISCIPLINARY TEAM

The following professionals may be involved in your work: medical and paramedical (e.g. physician, nurse, occupational therapist, physiotherapist, psychologist, speech therapist, etc.), educational (e.g. teacher, resource teacher, educational adviser, special educator, etc.), or social (e.g. socio-cultural facilitator, sports facilitator, social worker, life assistant, etc.). In formal institutions (e.g. medical teaching centres, psychosocial and medical-social centres, or specialized schools), teams are often multi-disciplinary, with professionals from these three fields working together on a person’s individual plan to promote his/her personal and social development.



APA in an association at El Alya. The special educator is taking part in facilitating her group’s weekly session, with the sports educator.

© Lucile Peynot / Handicap International

The pooling of skills and the sharing of experience through teamwork can enhance the quality of the work performed. Work in a multi-disciplinary team therefore involves knowledge of fields and areas of intervention of other professionals (e.g. educational, social, medical and paramedical) and of each field’s goals, to ensure complementarity among all involved and a greater impact of work done with the person.

For example, if the physiotherapist is working on range of motion with a patient, APA professionals should be involved, so they can know the participant’s potential and limitations, but also to advise on approaching this work in a playful manner and promote the player’s involvement. Similarly, the special educator may provide knowledge to APA professionals about the child’s development, learning theories, and APA professionals in turn may advocate use of play and fun as a learning technique to the educator. Thus the impact of APA on personal and social development is maximised. The effectiveness of the professional and the sessions is enhanced, while the gains by people in APA are consolidated and can be transferred to other spheres of activity. APA can also be used by other professionals to diversify and expand their tools for action.

Team dynamics are important and foster complementary work to provide quality mentoring. In APA, assessment and information-gathering work with the participant can be fed from other colleagues, for example : the person’s characteristics, their past experience, their family environment, the objectives set with him/her by each professional, his/her physical status, communication, cognitive abilities, risks linked to physical exercise, the person’s plans (school, work, life), etc. Participation in the multi-disciplinary teamwork on making individual plans can therefore help each professional benefit from his/her colleagues’ experience and different area of expertise.



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Testimonial by a professional

● Ali, APA educator in El Alya (Bizerte)

“ Discussing with special educators gives me better knowledge of the children because they know the families, live in the community, and know what life looks like for the child outside the centre. Sometimes I ask them why a child acts a certain way, and they can share their views with me, the child’s psychological traits, what solutions they found in class, and so on. ”

● Bilel, educator in Tunis

“ I work in collaboration with the special educator to help four and five year-old children learn colours. The advantage is that we share a joint programme for the year and our work together helps us achieve this goal more easily: they work on colours in class with the educator and I set up practical situations in APA! That way, the children have more support to learn more easily. ”

● Nejla, occupational therapist in La Manouba, Tunis

“ When we work with people who have paranoid schizophrenia, we have to pay very close attention to the medications patients are given. The medication they are taking often tires them out and slows their movements. I therefore need to find out from the doctor about the drugs given to them and when they are taken, so I understand their behaviour and don’t plan activities that are too energetic, because they wouldn’t be able to participate and would feel confused and lose motivation ! ”

Ways of promoting team dynamics include:

- + Meetings about the person’s multi-disciplinary individual plan, or analysis of each professional’s practices and experiences, and identification of complementary characteristics (e.g. approach and problems encountered)
- + Multi-disciplinary personalized projects: these bring together the various professionals involved in mentoring the person, to develop a joint diagnosis and determine the actions to be implemented individually and collectively in the short, medium or long term.
- + Daily log book: a document where activities conducted during the day are recorded, so each professional can pass along information to colleagues on the key daily points (e.g. a fact about a participant, suggesting a peer who may have an impact on the rest of the day).
- + Discussions during break times



ANY OTHER IDEAS ?

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3. Design, implementation and evaluation of adapted physical activities

DESIGNING AN ADAPTED PHYSICAL ACTIVITY

ASSESSMENT

Designing an adapted physical activity begins with observation and an analysis of the facts. This assessment phase will generate the assumptions on which to base group objectives and each participant's specific objectives. There are two main steps involved in assessment :

1. Information-gathering :

→ **Target group characteristics** : this involves gathering the general and theoretical information discussed earlier. Since each individual is unique however, professionals should not adopt an overly theoretical approach for everyone, to help avoid generalisations.

To help you gather this information, there are a variety of publications¹ about the social issues related to disability and the specific characteristics of various types of impairments.

→ **The individual's characteristics**: include physical, psychological/emotional, cognitive and social characteristics. Information should preferably be gathered through discussion with all those concerned² (see sidebar below) and noted on information sheets, such as :

- Interview with the participant ³ : this is to begin building a relationship with the person and is an essential first step. For example, Jawad loves to play ball, especially football, which he watches on television. When asked what he likes to do in sport, he says he likes scoring goals.
- A personal information sheet (that is fun and adapted) completed with the participant
- Interview with the parents: this is to find out about life habits (current and past),

5. cf bibliography and reference documents, page 93..

6. Part 2, "Professionals communicate", page 45..

7. cf Part 2, "Working with", page 55.

the person's living environment, the family's objectives, etc. Jawad's family would like him to learn as many things as possible, such as buying bread, for example, to make him more self-reliant and self-confident.

- A general information sheet to be filled out by the parents
- Interview with members of the multi-disciplinary team in order to determine their approach with the person, each professional's objectives, deciding on joint approaches, etc.

For information-gathering, the person's individual plan that has been produced jointly with other members of the multi-disciplinary team, would be very useful if one exists. For example, Jawad is very friendly and his family do everything they can to promote his well-being and social integration. The psychologist believes he is afraid of heights because he fell down the stairs when he was little, which may also be the cause of his lack of confidence. However, he has great trust in others, perhaps too much, which can sometimes place him in danger. The speech therapist is working with him on the pronunciation of "ph" sounds. The special educator is teaching the group to count and Jawad is learning how to memorize numbers, although with great difficulty. In light of all this, in Jawad's case, **the outcome of the APA activity** might be self-development and the development of social and life skills, whereas the specific objectives of the other professionals in the structure would be to help him with his fear of heights, build his self-confidence and teach him to count.

2. Assumptions :

Assumptions are not facts. They are the result of information gathered in interviews with the participant and analysis made by the various professionals. We use them to define our initial objectives.

To illustrate this, let's return to the example of Jawad. He is familiar with football, which he watches on television, and apparently he likes to score goals - a symbol of success and self-actualization - which helps boost his self-confidence. However, as he has difficulty counting and remembering numbers, we will need to pay close attention when using numbers with him and suggest situations in which he can have fun and gain personal gratification.

NB ! An assessment is not final and unchangeable: it is based on initial assumptions made about a person's abilities and limitations and will evolve as we learn more about the person.



THE GOLDEN RULE

A personal data sheet for each participant enrolled in activities is essential because it will contain all the important information about the person and ensure the work done with them is followed up on. This sheet must, however, be made available to the person himself/herself and his/her carers. It should include several parts:

- General information about the person, their impairment, any treatment they are receiving and the objectives sought by the other professionals. It can be completed by the participants themselves if they are adult or by the parents or referring educator;
- Their capacities and personal characteristics;
- APA objectives set by the person and the professional;
- Activities to be carried out;
- Recommended methods;
- A summary of the sessions;
- End-of-cycle summary



STATED OBJECTIVES

Once the assessment has been completed and any specific needs identified, the APA professional can then set objectives that are based on the points listed above.

Depending on the people with whom the APA professional is working, objectives may vary. For example, in a functional rehabilitation centre, there is likely to be a greater focus on the physical and psychological development of the person, while still integrating the social and cognitive aspects. This is because the aim is not simply to achieve the physical rehabilitation of participants, but also their psychological and social rehabilitation after a trauma. Work should focus not only on developing motor skills or physical abilities, but also on achieving objectives of enjoyment, renewed self-confidence, the desire to "give it a try", etc. Similarly, when working with people who have suffered or are suffering trauma (accident or assault, for example), the focus will be on the psychosocial benefits of APA, while including the physical and cognitive development inherent in the activity.

Objectives are set in relation to competences that encompass knowledge, interpersonal skills and social skills, and they involve motor and cognitive skills as well as emotional and social skills, for an activity that must be the same for everyone.

Professionally speaking

○ Cédric Blanc, Master of Sports Science

“ The focus of the activity depends on the stated goal: the outcome of the required task must be the same for all ”

Let's return to the example of Jawad and consider the possible APA objectives.

- ➔ Overall objective: to involve all individual participants in the group dynamics and determine their physical capacities.
- ➔ Goal: for people to gain awareness of their place in the group through group activities and to engage in various movements.
- ➔ Specific objective: to ensure that Jawad understands instructions and exercises involving situations originally using numbers; to propose situations in which he can attain these goals; to offer him situations in which he can perform tasks alone or in interaction with others.

BENCHMARK SITUATION

The benchmark situation chosen should be a typical situation, with no specific learning objective, but that will be used as a means of having the participants face whatever problem the APA professional wishes to focus on. This is more commonly called an APA "cyclical theme", and is chosen according to the wishes and needs of the target group, the skills targeted by the other professionals on the team, and the objectives of the APA professional. The benchmark situation is determined by the cycle's overall objective. For example, it may be "the person is capable of moving in various ways in different settings".

Definition

○ A **benchmark situation** may be a standard skill or activity (a disability sport, a traditional game, PAS- physical activity and sports). The purpose is not to achieve a competitive level so if you decide to use a PAS this will mean setting aside academic and formal aspects. As mentioned earlier, the choice must be consistent with the target group's needs and the focus should be on fun and taking part. A PAS should be chosen for what it can develop in the individual, because the objective is not to be a good footballer, but simply to learn and have fun through football.

LEARNING SITUATIONS

The benchmark situation is then converted into a learning situation. The objective here is to break the skill or activity down into acquisition stages.

Professionally speaking

○ Paul Bouvard, PES Educational Adviser, Rhône

“ The teaching content for learning is identified in terms of cognitive content, procedures, attitude and motivation, with priorities based on the student's development level regardless of his/her personal resources. Priority for advancement in the skills are then identified. ”

Learning situations are designed for gradual progress. Each person progresses at his/her own pace, so the objectives and criteria for performing tasks must be individualised. Progress may be achieved through:

- ➔ activities becoming gradually more complex;
- ➔ working alone, then in teams of two and finally in a group;
- ➔ activities requiring a single skill, then a combination of several skills;
- ➔ co-operative activities followed by competitive activities.

To move from the simple to the more complex, we start with a discovery phase that allows people to explore their potential, the options available and the initial sensations created by physical engagement, before moving on to a learning refinement phase based on specific tasks. A variety of play situations can be drawn from the structure of the activities, games, PAS, or the game situations you have designed yourself. These various play situations work on different aspects of the activity or skill. APA professionals can draw on PES programmes to define situations for attaining the general objective. They may select relevant aspects of a PES programme to include in their APA programme.

To do this, a range of activities are needed that are culturally familiar to everyone and provide a common benchmark for the group, the educators/professionals and the general public. The selection of activities is therefore important, but so is understanding the structure of these activities in order to decide which would be the best ones for achieving the objectives.

Selecting support activities

Analysing the structure of the activity (e.g. disability sport, physical activities and sports, traditional games), its fundamentals and issues helps you to understand what it can specifically be used for to teach participants, e.g. knowledge, interpersonal skills, and social skills. A chart can be used to break down the three following points:

- ➔ 1. The structure of a PAS defines the fundamental characteristics of the activity. It represents "the activity's ID card." According to Pierre Parlebas, "it includes the basic rules, the spirit and the essential meaning of physical activity and sports." In APA, the structure of the activity provides us with the basis for making it accessible to participants. It reveals its own fundamental principles.
- ➔ 2. The fundamental principles define the main actions required by the PAS.
- ➔ 3. The 'training issues' are the skills to be developed and what the learner is expected to acquire from engaging in this PAS (e.g. motor, emotional, cognitive, social).

Once the activities have been analysed, you can identify the aspects that will help reach the stated objectives.

For the objective, "move in various ways in different settings," you might choose leap-frogging, racing or other games.

Once the activity has been chosen, it may have to be adapted to make it accessible and achievable by the entire group.

Adaptation strategies

The principles of adaptation are key to preparing an APA. These principles are tools for individualising learning to give each person sufficient resources according to his/her needs and potential, and to foster equitable participation for all.

- ➔ Think success and fun, and then use the CARMES (communication, aids, rules, materials, environment) toolbox.

By modifying Communication methods, Aids (physical and/or human), Rules, Materials, Environment and Skills, innovative situations can be developed that meet the objectives set with participants. It's not always necessary to modify all six aspects at the same time in any one activity. APA professionals should analyse which aspects to change for any given situation, and how best to change them. Be aware that finding a satisfactory and effective solution is rarely accomplished on the first attempt; however by working with the participants, and through observation, listening, creativity and readjustment, you will eventually find the adaptation best suited to everyone.

Professionally speaking

● Salah Riahi, Technical Coordinator, FTSH, initially an APA educator

“The key is to find the right formula for enabling everyone to participate, but this won't happen in a single session. You need to be patient!”

ANY OTHER IDEAS ?

A series of horizontal dotted lines for writing notes under the heading 'ANY OTHER IDEAS ?'.

The CARMES toolbox

COMMUNICATION METHODS, INSTRUCTIONS

Adapting your teaching approach is more to do with the attitude of the APA professional than methodology. Constant attention is required to provide clear instructions understood by all. The methods used for giving these instructions may vary (e.g. visual, auditory, demonstrations) according to people's capacities – all people, both with and without a disability, have a preferred method for understanding and remembering (e.g. visual memory, auditory memory, etc.). For example, with people who have difficulty speaking (people with a hearing impairment or unable to speak), parallel use of body language, gestures, miming, and sign language will be appropriate.

AIDS

Aids can be both human or physical, and their purpose is to promote the participation and cohesion of the group. Human aids consist of cooperative work between a player and his/her companion, or between a player and the professional or a support person (adult). The companion assists with execution or decision-making, while allowing the other person the greatest possible independence and opportunity to participate. The companion may guide movements (for a player with a visual impairment, using a wheelchair, etc.) or may help catch the ball, memorise the course to follow, etc. The companion should progressively reduce assistance until only simple contact or a signal is needed. This approach teaches everyone mutual support, fosters communication and enables the enjoyment of working together. A physical aid is a device or facility offered to or designed with the person that enables him/her to take part in the activity. For example, a racquet might be attached with Velcro or tape for a person who has difficulty grasping; if participants are in a wheelchair, cushions might be placed under their feet to make them more comfortable and help them move faster; for people with visual impairments, each player might be given a bell so that they hear the other players, even if they can't see them.

RULES

Rules allow everyone to join in a game, sport or artistic activity together and understand the common goal. They should not exclude users who function differently, but should make every effort to include them. Rules must therefore take all the players' skills into consideration and offer advantages or add difficulties to players based on their capacities in order to increase everyone's chances of success. They should retain the structure of the discipline concerned (goal to be achieved) but the technical or instrumental means should be adapted as necessary (e.g. the number of players, moves allowed or prohibited, the specific advantages or role assigned to a player, etc.). For example, in wheelchair tennis the ball could be allowed to bounce twice before being ruled out of play. In table tennis, play could be simplified by eliminating the cross-court rule. In volleyball, holding the ball to control its trajectory could be authorised, or increasing the number of players to cover more of the court or increasing the number of passes allowed.

MATERIAL

Material is considered to be an "amplification tool" [translation] (Vincent, 1992), i.e.; amplifying people's potential for action. Basketballs for playing basketball or tennis balls for playing tennis are not necessary in APA! You should try to find the best equipment for increasing someone's mobility (for example, for controlling the ball more easily). Thus, the size and weight of balls and devices could be adapted; balls could be replaced by other items, such as scarves or cushions. For targets, the size of goals or baskets could be increased or decreased, as could their position on or off the ground, etc. Racquet size and weight could be increased or a racquet could replace a bat to increase the chances of a hit. You can change or create training material with whatever you have at hand!

ENVIRONMENT

The environment is the space chosen to practice the activity, the size and shape we give to the court or field, how we lay it out, etc. For example, a net is an obstacle over which the ball must pass, but if the net height makes this activity too difficult, it could be lowered for better volleys. This also applies to field boundaries, which could be shortened, or to the court or field surface which could be given tactile surface markings to improve the spatial perception of players with a visual impairment.

SKILLS

A skill is defined as the [translation] "ability to develop an effective and efficient response to achieve a specific objective" (Durand, 1987). It is acquired through learning and may be a motor, social, cognitive or even a psychological skill. Different skills are needed for each activity and play situation. The aim is to bring out the general skills required by the activity, rather than focus on specific technical gestures with performance criteria. The skills the individual uses to carry out an activity should also be analysed, as these may be different from what we expected. We can then decide which methods to use to enable the person to perform the task.



PRACTICAL ADVICE ON THE ENVIRONMENT

Sport and physical activity can take place in a range of environments, both indoor (e.g. sports halls, swimming pools, gymnasiums) and outdoors (sports fields, stadiums, the open countryside, even on the beach!

The field track, or course is a defined space in which players interact. They show ownership over these spaces by conquering or protecting the territory. Depending on the activity, this space can also be for sharing, meeting, fighting an adversary, or achieving self-realization. It can be shaped in various ways, using cones, natural objects (e.g. trees, stones), string, tape, mats, boards on the ground, etc.



PRACTICAL ADVICE ON EQUIPMENT

Access to a variety of equipment is important to promote learning and create a diversity of situations and experiences. APA professionals have a certain amount of equipment available to them for running their sessions. However, since we are not necessarily engaging in competitive sport, an activity can easily be done without the standard equipment, and inventive solutions found or built to overcome such obstacles to an activity. There is no need to spend costly amounts to organise and run an activity. With a little observation and a good dose of creativity, you can make a range of adapted, original equipment for little cost with whatever is available for supervisors and players! Boccia can be played with balloons or pairs of socks filled with sand. A chair can be used as a target if there are no blocks or cones available, plastic bottles can be filled with sand or other material, badminton racquets are easy to make, etc. Remember to focus on getting people moving rather than on the score!

A final adaptation concerns the intensity of the activity, which can be varied to suit each person's pace and consequently maximise everyone's participation. Intensity can be regulated through variations in the :

- Duration;
- Position (seated/standing, etc.);
- Number of participants in each group;
- Size of the playing area;
- Professional's attitude (stimulating or calming, etc.).

FLEXIBLE PLANNING

Programming an APA cycle ahead of time can never be rigid. Adjustments need to be made constantly, so it can only be an improvised plan free to be adapted as you go along. Rather than planning far into the future, it's better to plan one or two standard sessions and draft a list of possible variations/adaptations which can be made as the cycle progresses and which will allow you to achieve your objectives, gradually increasing (or possibly decreasing) the level of difficulty using an incremental approach and making additions to the activity. The aim is to apply the 3P rule (pleasure, participation & progress) for everyone. The definition of the objectives and the learning content will evolve over time based upon your experience working with the participants, who will provide indications on needs, aptitudes, and on the adjustments required.

Planning a session

An APA session can work along the same lines as a PES session and should always leave time for discussion.



Proposed planning of an APA session :

- 1. Welcome and getting to know one another
- 2. Warm-up
- 3. Main activity (learning situations and group play)
- 4. Cool-down
- 5. Sharing time

Planning requires advance preparation in the form of activity sheets for organising the session and defining the means to be provided to participants to enable them to achieve the overall and specific/individual objectives. This entails designing learning situations, drawing up a list of potential readjustments (simplification/sophistication, CARMES modifications), obtaining equipment, defining points to watch and means for succeeding. However, session planning must be flexible and will need readjusting with participants as you go along in order to take into account the situations that arise and the successes or problems that become apparent.

ANY OTHER IDEAS ?

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FOCUS ON ... THE FIRST SESSION !

To put everyone at ease (new group or new arrivals in a group), the first session should begin with introductions, including of yourself! You can do this by suggesting a trivia game followed by a little "ice-breaking exercise", or the other way round, if you prefer. This is a way of encouraging all individual participants to introduce themselves in a fun or informal way and talk about their preferences and strengths.

For example, "My name is Miriam, I'm 13 years old, I really enjoy dance and basketball. I am excellent in defence positions but I have trouble scoring points because I can't see the basket clearly unless colours are added to it. My vision is not very good, everything looks fuzzy to me, and if you speak to me, it's best to stand in front of me because I have poor peripheral vision." Then you can diversify the workshops with various themes (e.g. precision play workshop, dribbling workshop, motor skills course, etc.) so participants can explore as many activities as possible and begin to join in. Or you could organise games in small groups...



ADVICE ON SPEAKING TO A GROUP

When you speak to participants, wait until everyone is facing you before you start. They could form a semicircle, rows, or other formations. Determine a signal that participants will understand to mean "gather round", and a rule about putting all equipment (e.g. balls, racquets) back in the same place (next to you, for example) whenever you call them. This will ensure that participants are attentive when you are talking.

Warm-up

You can now discuss the theme and the plan for the session and begin the warm-up, giving instructions or asking participants to do so.

The warm-up is a key stage in the session. It is a routine that sets benchmarks and in which you can create the atmosphere you are looking for by being energetic, calm, etc.

You may decide to use the same game or course, accompanied by the same song, to start each session. Depending on the dynamics you create with the attitude you adopt, you will set the tone for the session. You may also decide to modify one or two aspects to make the game or course more suited to the session's general objective.

You may not have exactly the group you were expecting, there may be new people present, or it may be raining on a day when you have planned an outdoor activity. Don't panic! Stay confident and positive: careful preparation of your session and your adaptability will enable you to cope.

Forming groups :

The nature of the groups and the way they are formed has a major impact on the progress of activities, depending on whether they are imposed by the APA professional or self-selected by the participants themselves :

● **Self-selected groups** show you which people get along together best and enable you to identify subgroups and the dynamics of each. You can determine who the positive and negative leaders are by their behaviour (inclusive, excluding, etc.) **Positive leaders** are resource people you can use to help you create group cohesion and develop supportive team behaviour. If you identify two people who get along very well, you can have them help and motivate each other. The behaviour of negative leaders will need regulating to ensure the energy of the group is not affected and that the session's house-rules are understood.

● **Imposed groups** can be formed by you or by participants on the basis of various criteria. Once relationships and leaders have been identified, it is the educator who will define these criteria for forming groups, whether based on relationships, homogeneous or heterogeneous, mixed or not, based on need, level, etc.

N.B.: Forming **groups by level** should only be used as a last resort to meet a specific purpose, and should not be common practice. It should be avoided altogether at the start of a cycle so that the "weaker" students are not demoralised. Forming groups by naming two leaders who then select participants in turn is not very pleasant for those chosen last and can lead to withdrawn behaviour, teasing, etc. Instead, create games (games of chance, songs) and other ways of forming groups in a less formal and more pleasant way.





ADVICE FOR MAXIMISING PARTICIPATION

To maximise the participation rate in all the activities, do not hesitate to :

- increase the number of exercise courses;
- increase the number of targets;
- use all available fields;
- and so forth...

To ensure equitable participation, you can:

- provide different types of course;
- set up as many targets as possible at different heights and distances;
- diversify roles;
- make sure each player tries all aspects of the activity by regularly moving everyone on to the next exercise;
- assign someone to assist;
- and so forth...

Mediation on the part of the educator helps regulate players' behaviour (e.g. individualistic, introverted, shy, disruptive, disrespectful, etc.). Your powers of observation, active listening and role as referee are crucial. They allow you to analyse problems, offer reassurance and encouragement and temper relations.

Rest breaks during the session

The frequency of rest breaks depends on how easily the participants tire. You can schedule set rest breaks for a drink of water and a chance to recover, or you can create special rest areas as part of the activity that you can give a name (the nest, the hut, the retreat) and where participants can take limited time out (count to 10/20/30). On a case by case basis, and in response to signs of fatigue (e.g. flushed face, grimaces, signs of pain, etc.), you should also check whether individuals are feeling okay and, if necessary, ask them to take a rest or slow down.

If you are not alone with the group, these breaks are also ideal opportunities for talking individually with participants, finding out how they are experiencing the activity and whether everything is going well, or, if you have noticed that they were in difficulty, for encouraging them, listening to them and discussing how to improve things for them. This is not a debriefing, but it can help to soothe both body and soul.

Cool-down and feedback

Cool-down time is a ritual for reducing the intensity of participants' motor and psychological engagement. This is an opportunity for conducting a brief relaxation session to enable people to wind down and refocus. You can give them exercises to do alone, in pairs or in groups, but remember that the larger the group, the more difficult it will be to get people to relax.



Indoor APA session at Monastir. A relaxing cool-down for participants.
© Leïla Sarraï / Handicap International



EXAMPLES OF RELAXATION PRACTICES

- Guided meditation: each person settles in his/her own space, free from contact with others, and closes his/her eyes in order to listen to and internally experience what you recount to them.
- Massage or self-massage with objects: balls (e.g. tennis, boccia): have participants perform circular movements with a ball or the palm of their hand to massage various parts of their body.

Once everyone is quiet and relaxed again, it is time for group feedback. This closes the session and absolutely must not be forgotten! You can now proceed to the first step in obtaining feedback on the session.

- Request verbal feedback from the participants to learn how they felt (e.g. What did we do today? How did it go? Did you have fun? What did you enjoy the most?). This fosters dialogue, communication among members of the group and with the professional, and is also an exercise in memory, self-knowledge and knowledge of others. The educator will find out what each person liked most and least, which gives him/her insight into what participants found easy or difficult.
- Then ask people what they found easy and difficult. This helps develop their ability for self-assessment and gives the professionals valuable information on the difficulties encountered, progress made and adjustments needed.
- Acknowledge everyone's effort to overcome difficulties and encourage them - as the important thing is to participate.
- Then, talk about the positive points you observed. This allows the group to stay positive and fosters their self-esteem and motivation.
- Finally, say goodbye to everyone and encourage them to come to the next session! You can close with a ritual song or group shout!

For this kind of encounter to be truly inclusive, there are various preliminary stages to follow :

- 1) Define the project's common objectives :** This builds consensus among all players on the purpose of this meeting.
- 2) Raise the teachers' awareness of disability:** The success of the activity also depends on the teachers. They must be aware of inclusion issues and of how young people with disabilities and the group as a whole should be perceived.
- 3) Raise the awareness of children and participant :** In order for participants to fully engage in the encounter and understand the situation of people with disabilities, prior discussion and debate will be needed to avoid withdrawal or rejection during the encounter. The objective is to develop an open and tolerant attitude. Participants with disabilities must also be made aware of the purpose of the encounter, of the fact that the others want to meet them, and that everyone has a place in the field.

The encounter

For an inclusive encounter, we recommend organising a "discovery" day focusing on one or two disciplines (a disability sport, group games, track, etc.) and playing down the competitive aspect. The key is to forge bonds among the young people. Mediation by the teachers is essential to the success of the initiative.

Feedback

By organising a feedback session on this encounter, you will be able to gather the participants' impressions, answer their questions and assess the day's impact.

Feedback among organisers provides an opportunity to discuss the outcomes of the event and possible improvements for the next time, if the operation is to be repeated. It will also provide you with the basis for a report to the various decision-makers and funding sources.



ANY OTHER IDEAS ?

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ORGANISING AN INCLUSIVE GATHERING

Awareness

To limit feelings of embarrassment on the one hand and discriminatory behaviour on the other, you will need to make all the participants aware that everyone has their own characteristics and emphasize the positive aspects of diversity. Raising awareness consists of providing information about disability, the so-called mainstream environment, and the role to be played by each person in the meeting to be organised. It helps actors to think about their relationships with others, diversity and disability and to be attentive, available and empathetic in the support they offer to excluded people. Awareness will facilitate everyone's involvement in the planned meeting and fosters lasting change in their attitudes and practices.

“ Raising awareness changes stereotypes in order to bring about lasting shifts in attitudes. ”

Handicap International
"Awareness-raising actions for the situation of persons with disabilities",
 September 2009

Awareness can be raised through a variety of projects and activities, such as organizing mixed APA sessions in a centre for children with different kinds of disabilities, organising a sports day between children from the local school and from the centre, welcoming a child with disabilities into a PES class at the school, or organising an afternoon of sport in the neighbourhood on a Saturday afternoon.

EXAMPLE OF AN INTER-INSTITUTIONAL MEET IN MEDENINE, TUNISIA

Centres involved : UTAIM, AGIM, ATAS

Target group : young people between 14 to 18 years old with intellectual impairments (UTAIM), physical impairments (AGIM), or hearing impairments (ATAS), or non-disabled persons from the public secondary school in Médenine

Where and when ? Every Friday morning from 10:00 am to 12:00 pm (2008-2009 / 2009-2010) in the UTAIM sports hall.

Duration: approximately 90 minutes

Preparation:

Educators choose activities together, in advance, and each selects a workshop to prepare and run personally.

“ The most important objective is for all the young people with disabilities to take part together. ” Bilel

Groups of 8-10 young people : two or three young people from each centre per group

Agenda :

1. Joint warm-up
2. Main session: two or three workshops, depending on the number of children
3. Joint cool-down

Adaptations implemented :

Bilel explain :

“ For safety reasons, participants are instructed to avoid physical contact, and situations are organised so that no one is injured by colliding with someone in a wheelchair. When learning levels are different, we ask students without learning difficulties to adjust their level of play to make the game fair. To begin with, young people often don't want to play with the others, so they sit on the benches. We allow them time to watch, we talk with them, and gradually they decide to get into the game. Friendships develop. We prefer affinity groups, but groups are always mixed. Young people with hearing impairments are usually the ones who have the greatest difficulty playing with other young people with disabilities, so we spend more time creating group cohesiveness. But after a while, we can run into a young person with a hearing impairment in a Café or in the street with another young person with a motor impairment, and that brings us a lot of pleasure! One thing's for sure, they enjoy this, because they always ask me to put their name down for the next meet! ”

ASSESSMENT AND SELF-ASSESSMENT

An assessment is an objective judgment of an individual, situation or object based on certain criteria. **It is not a test, involving comparison or verification.** Giving marks is not appropriate in APA, as marks relate to an indefinable standard and are often used to rank students. Imagine being ranked 29th out of 30! What does that do to your self-esteem, especially if your self-confidence is already low and fragile? So, assessment is important in APA as a means of gauging the progress achieved by participants, showing them the skills they have developed, and addressing those they would like to develop now. It also helps the educator to identify what helps and what hinders the success of a session in light of the objectives set with the participant.

ASSESSMENT IS CONDUCTED AT VARIOUS LEVELS :

Initial assessment of individual needs

The initial assessment of a participant (at the start of the cycle) is for gauging his/her capacities and skills at the outset, prioritising the skills to be developed and defining how best to mentor him/her. You can carry out further assessments during the cycle to see how the participant is progressing, the extent to which objectives have been met and whether any adjustments need making.

Be careful, however... This does not mean academic, physical or fitness testing! The art is to organise stimulating, fun situations in which you can observe each participant, engaging them in an activity while gathering information about their specific characteristics. To this end, APA professionals determine personal assessment criteria in conjunction with each participant. Since APA involves a holistic approach to the person, it must consider all aspects of the person, including physical (e.g. mobility, assistance), psychological (e.g. self-esteem, fear), cognitive (e.g. comprehension, memory) and relational (e.g. communication, sociability).

Group assessment

Group assessment focuses on the social and emotional climate created by the group, and monitors group dynamics in being together (e.g. participation, interactions). The criteria for this assessment of group dynamics are based on exchanges between participants and the cohesion of the group. They must be defined with regard to the interpersonal exchanges between participants, the quality of these exchanges (e.g. mutual support, or hostile exchanges), and the spirit of solidarity within the group.

Assessment of session content and skills acquired

Feedback at the end of the session serves to gauge the relevance of the activities in terms of the participants’ needs and skill levels, and to determine what worked well or not so well and identify the facilitating factors and obstacles to the success of the session. To this end, during feedback at the end of the session, APA professionals should first solicit verbal feedback from participants to gauge their feelings. At a later stage, they should produce a written report on how the activity went and on each participant.

Self-evaluation of the APA professional

Self-assessment is the action of rating oneself in light of the three assessments presented above. Professionals should examine the role they played during the session, how they managed the positive and negative aspects that arose, and their attitude and approach. This is an important opportunity for making the best possible adjustments to the methods used. To this end, professionals should review all the points covered in this guide (e.g. their attitude and adaptation of activities), their responsibility for the problems that arose, and the responses provided, as well as the solutions to the obstacles encountered. For example, children who were not motivated may have been afraid, did not understand, could not see how to join in, and so forth. Professionals should ask themselves: “If they were afraid, what could I have done to reassure them and instil confidence?”, “If they did not understand, how could I have explained the situation differently, simplified it, adapted the instructions?”, “If they did couldn’t find a way of joining in, what could I have organised differently? How could I have involved the other participants to improve this situation?”



PERSONAL NOTES

Lined area for personal notes.



PRACTICAL ADVICE :

It is important to keep observation and assessment charts based on the stated objectives. Over time and with experience, you will be able to use this information to gradually improve your session activity sheets and develop them further.

Don't forget that assessment is first and foremost a means of progressing.



PERSONAL NOTES

Handwriting practice area with horizontal dotted lines.



PERSONAL NOTES

Handwriting practice area with horizontal dotted lines.

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TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

**HANDICAP
INTERNATIONAL**

This manual was produced under the project
**“SPORT AND DISABILITY, FOR BETTER
INCLUSION OF PERSONS WITH DISABILITIES
IN TUNISIA”**

Implemented jointly by Handicap International and
the Tunisian Federation of Sport for persons with
disabilities, between 2008 to 2011.

This project was made possible by



European Union

the financial support of
the **EUROPEAN UNION**



and the **PRINCIPALITY OF MONACO'S
INTERNATIONAL COOPERATION**

The actions implemented in Tunisia for the inclusion of persons with disabilities were
done in partnerships with the following actors:



European Union



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http://www.handicap-international.org.uk/where_we_work/africa/tunisia

PRACTICAL GUIDE TO ADAPTED PHYSICAL ACTIVITY

**HANDICAP
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TOOLBOX



INSTRUCTIONS

Dear fellow creators,

Here is the toolbox for designing activities!

Please note, that the toolbox is not made up of rigid activities that one should take and apply immediately. Instead, you'll find it has all the ingredients for developing your own sessions tailored to the needs and desires of the people you host and all your shared objectives.

- 1st drawer: Adaptation box
- 2nd drawer: Introducing the players. General presentations of players with specific impairments, and zooming in on aspects of the activities to be modified.
- 3rd drawer: Activity cards. Containing 16 cards that give you ideas on activities. Please note that these are not standard session cards, but pathways for teaching your players to engage in these activities!
- 4th drawer: Support cards. To copy and use as you wish.

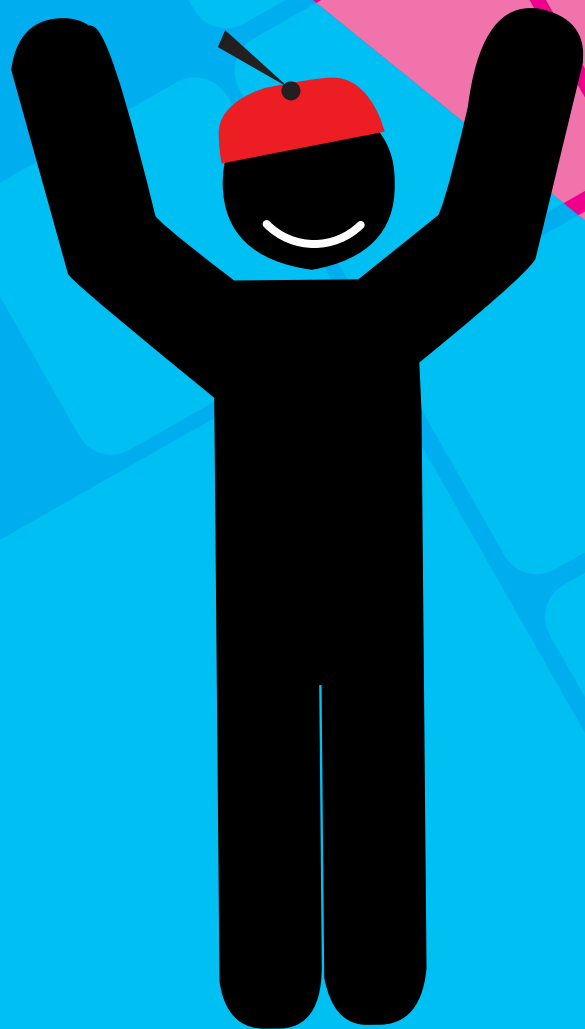
Quick reminder: what professionals should always have ready !

- Music: songs to go along with exercises of gathering people, moving around, etc.
- Jokes and positive reinforcement
- Brief games: they can brighten up or relax the atmosphere during the first encounters, and can motivate and stimulate, reinvest what has been learned.

What teachers always keep in mind :

Fun, participation, progress, improvement (e.g. of the situation arranged, the apparatus made available to the person, relationships, etc.).

1ST DRAWER : ADAPTATION BOX



COOPERATION INTERNATIONALE
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FOR PERSONS WITH DISABILITIES

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INSTRUCTIONS

👉 These cards present very practical ideas for modifying four aspects of an activity (as introduced in the CARMES toolbox): the rules, the space/environment, the communication methods/instructions, and the materials used.

👉 **The + →** Gives you sets of practical examples and ideas where you can decide what to modify and how to do it.

👉 **Note →** This is an open-ended and flexible list that you may modify and complete, drawing on your own experience and that of your colleagues.

RULES

VARY THE...

- Playing time
- Ways of scoring points (number of points scored, number of people scoring points, awarding coloured tokens instead of numbers, points scored, or distance covered)
- Ways of intercepting the ball
- Ways of meeting the challenge
- Ways of advancing, moving with the ball (dribbling, allowed walking, travelling with the ball, ball held in hand or dribbled, number of dribbles, dribbling again after stopping allowed or not)
- Forms of contact (allowed or not, replace "touch" contact with touch involving an object, etc.)

ENCOURAGE

- Success: allow several attempts, offer several chances, allow several bounces of the ball, several attempted serves, and so forth.
- Participation by all: require throws to be made by a different person each time, ensure that everyone receives at least one pass before the team can attempt a shot, etc.

AVOID

- Eliminating players (so best one wins): instead award forfeits, reduce options for action, etc., but avoid creating frustration in players by excluding them entirely from the activity.

SPACE/ENVIRONMENT

VARY THE...

- Play venue (beach, forest, field, school yard, municipal field, etc.).
- Size of the playing field
- Shape of the playing field (square, oval, round, triangle, etc.).
- Playing time
- Number of teams
- Number of players on a team
- Number of balls
- Size and number of goals/targets/obstacles

PERSONALIZE THE ACTIVITY

- Have different starting lines based on players' ability to move
- Establish rest areas (variation in time of use)
- Use markers on the ground
- Mark the playing area with bright or tactile colours (rope, fluorescent barrier tape, etc.).
- Make all aspects of the environment visible (players with bibs, fluorescent balls, brightly coloured hoops, obstacles, etc.) or items that can be located by sound (e.g. bells inside/outside item or area).

BE ATTENTIVE

- Quality of playing surface: clean and level for people with a visual impairment, wheelchair accessible, etc.
- Reduce distracting noise for blind or visually impaired players.
- Place barriers at the edge of fields to limit stray balls.

COMMUNICATION METHODS/INSTRUCTIONS

GIVE INSTRUCTIONS

- Vary explanatory materials: written, oral, sign language, demonstration. Use "touch" demonstration. Hard copy support (paper or board).
- Give demonstrations.
- Provide clear and simple information (e.g. concise instruction time).
- Instructions may be given one-on-one during play, or in response to actions performed.

POSTURE

- Face the group when giving instructions.
- Give individualised explanations (at eye level with person in a wheelchair, or on the side on which a person hears best for a person with hearing impairment, or facing the person if they lipread, etc.).
- Promote interaction.
- Demonstrate the action, assist persons to perform better.

COMMUNICATE

- Use gestures, oral communication, mime, use images (smiley faces for example to determine participants' emotions or to indicate yours, drawings to depict storage spaces, etc.).

MATERIAL

WHY?

- To give signals, both audible (whistles, tambourine, shouts, songs, etc.) and visual (flag, drawing, object, etc.).
- To identify activity boundaries (cones, bumpers, ropes, tape, benches, flags, lines drawn in the sand or earth).
- To create obstacles (players, trees, holes, shoe boxes, benches, hoops, cones, etc.).
- To provide instructions (chalkboard and chalk or markers, sheets of paper, drawings in the sand, computer, etc.).
- To protect participants (foam/pad/mat around posts, kneepads, elbow pads, boards in front of wheelchair players' feet, etc.).

INCREASE MOBILITY AND MOTIVATION

- Vary the size, shape, substance, texture and weight of objects.
- Modify air pressure in the ball.
- Create objects (ramps for boccia, longer, larger handles for a racket, softer ball, balls with holes, lighter).

PERCEPTION

- Visual: bibs, fluorescent tape, brightly coloured sheet, etc.
- Tactile: thin mats, barriers, bars, various fabrics around balls, etc.).
- Audible: bells, musical instruments (darbuka, wooden flutes for example), radio, wood sticks, audible balls, tin cans filled with stones, etc.

Balls, flying objects, rolling objects

The ball, intriguing object, is attractive to all for play, and motivational.

Various types of objects (e.g. balls, balloons, shuttlecocks, sticks, bandanas) encourage young people to respond, run, jump, etc. They are also a medium for exchange between oneself and others.

A ball is a medium for self-expression, for channelling aggressiveness in a controlled manner.

How to use them ?

A ball can be handled, struck or thrown in many ways, can bounce, roll, etc.

- For example, objects can be used to signal the start of a race, such as rolling the ball, dropping a flag or feather to the ground so people with slow reaction time benefit from this slow visual indication.
- Forcefully bouncing a ball off a wall or smashing it at a target can be a means of expression and release.

A few ideas for making and varying objects

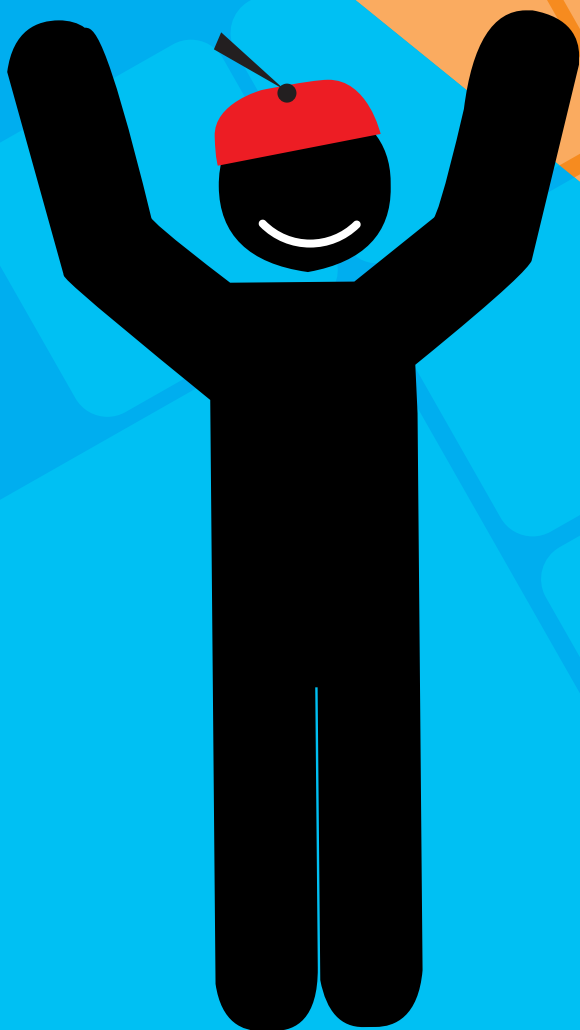
Objects can have different shapes, textures, weights, colours, etc.

Give them a colour, personalize objects by converting them into characters, balls of fire, etc. Stimulate the person's imagination and motivation. Deflating balls or adding weight to shuttlecocks makes them slower or faster, and easier or harder to handle, etc.

Objects and their derivatives

- Flags: pieces of fabric, old clothes, flexible plastic, sheets
- Balls: balls and balloons used in various activities (juggling balls, boccia, tennis, basket balls, foot-balls, etc.) in foam, newspaper balls wrapped with tape, balloons, balloons filled with sand, socks filled with sand, placing balls and objects in a plastic bag so they make more sound
- Shuttlecocks/arrows: you can add crepe paper to kite tails to make them into more amusing and visible comets.
- Racquets: for ping pong, the beach, badminton, tennis, in various sizes and weights, or using large gloves, boards/rigid cardboard glued to a large glove, etc.

2ND DRAWER : INTRODUCING THE PLAYERS!

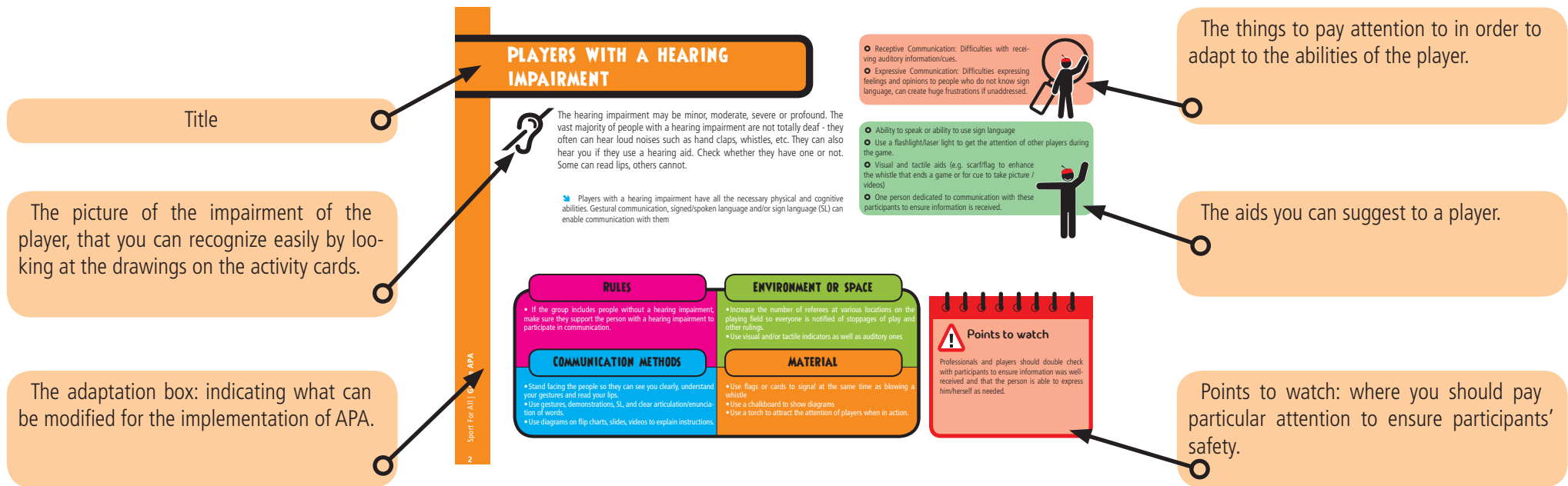


TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

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INSTRUCTIONS

These cards give a general and flexible introduction to players with a specific impairment.



👉 **The + →** provides general information for a better understanding of the players and a list of tips to make the adapted activity accessible to the player at his or her skill level..

👉 **Note →** This is an open-ended and flexible list that you can modify and complete based on your own experience and that of your colleagues!

PLAYERS WITH A HEARING IMPAIRMENT



The hearing impairment may be minor, moderate, severe or profound. The vast majority of people with a hearing impairment are not totally deaf - they often can hear loud noises such as hand claps, whistles, etc. They can also hear you if they use a hearing aid. Check whether they have one or not. Some can read lips, others cannot.

👉 Players with a hearing impairment have all the necessary physical and cognitive abilities. Gestural communication, signed/spoken language and/or sign language (SL) can enable communication with them

- Receptive Communication: Difficulties with receiving auditory information/cues.
- Expressive Communication: Difficulties expressing feelings and opinions to people who do not know sign language, can create huge frustrations if unaddressed.



- Ability to speak or ability to use sign language
- Use a flashlight/laser light to get the attention of other players during the game.
- Visual and tactile aids (e.g. scarf/flag to enhance the whistle that ends a game or for cue to take picture / videos)
- One person dedicated to communication with these participants to ensure information is received.



RULES

- If the group includes people without a hearing impairment, make sure they support the person with a hearing impairment to participate in communication.

COMMUNICATION METHODS

- Stand facing the people so they can see you clearly, understand your gestures and read your lips.
- Use gestures, demonstrations, SL, and clear articulation/enunciation of words.
- Use diagrams on flip charts, slides, videos to explain instructions.

ENVIRONMENT OR SPACE

- Increase the number of referees at various locations on the playing field so everyone is notified of stoppages of play and other rulings.
- Use visual and/or tactile indicators as well as auditory ones

MATERIAL

- Use flags or cards to signal at the same time as blowing a whistle
- Use a chalkboard to show diagrams
- Use a torch to attract the attention of players when in action.



Points to watch

Professionals and players should double check with participants to ensure information was well-received and that the person is able to express him/herself as needed.

PLAYERS WITH A VISUAL IMPAIRMENT



The visual impairment may be total or partial. Partial visual acuity involves blurred vision and reduced perception of colours. People may have differing levels of light tolerance. People compensate for altered visual perception particularly through tactile and sound perception.

Such players' physical, auditory and cognitive abilities are not affected. They have a keen sense of hearing and concentration and orientate themselves by sound, touch, and smell. Proprioceptive (i.e. feeling where something is in space) memory enables people to know their location in a room, where an object has been placed, etc. Blurred vision still permits perception of objects in the environment.

RULES

- Players indicate their actions through coded signals (movements, possession, passing the ball).
- Limit external noise and discussions in the game.
- Vary ways of transferring the ball (roll it instead of throwing it, allow several bounces).

COMMUNICATION METHODS

- Tactile marking of the field (walk the perimeter together while the professional describes the environment).
- Stand facing the player so they know that you are speaking to them.
- Make an effort to know their preferences for being guided: do they accept physical contact or not, what are the signals they commonly use, etc.?

ENVIRONMENT OR SPACE

- Tactile indicators: equip the play area, put markings on the ground with tape, mats, boards, bumpers, noticeable textures the person can perceive by touch.
- Sound indicators: give bells to players, sound objects, use hand claps, music at targets, scoring areas, etc.
- Visual indicators: choose targets, goals, string, flags, sheets in contrasting colours.

MATERIAL

- Use balls, flying objects, equipment of every type, with sound and contrasting colours (balls can be given sound by wrapping them in a plastic bag).
- Vary their size, shape, texture and substance.
- Jerseys in bright colours

- Environmental mapping: the person can mobilize around the various heights and shapes of objects.
- Tolerance to lighting: bright lighting can be painful to the eyes of certain players, lack of adequate lighting can be detrimental to other players.
- Fears and inhibitions: can be created as a result of the impairment (uncertain environment, fear of falling)
- Additional time needed: in a new environment, time needs to be given for familiarization with the surroundings, so the person knows where obstacles and guiding surfaces may be.



- Using bright colors and tactile/auditory landmarks.
- Un peer/buddy helps the person have an active role in the game by supporting them.
- Advice: let the person have the choice of whether to have a peer/buddy or not, and to determine what kind of support the person would like (tactile support, verbal support, etc)



Points to watch

Specific attention should be paid to the type of terrain selected: a flat terrain, without obstacles (e.g. rocks, holes) will reduce risks of falls and injuries. All risky elements for participants should be removed or protected by a padded surface for example.

PLAYERS WITH A COGNITIVE IMPAIRMENT



Cognitive impairment refers to a mental or intellectual impairment.

➡ The impairment may be minor, moderate or severe. In physical or sensory terms, persons with mental disabilities have a wide range of potential.

- Potential motor problems associated (posture, coordination)
- The notion of rhythm and proprioception (feeling where in space) may be limited,
- Understanding: need extra time and attention to be able to absorb information provided

- Reaction time: giving a motor response can take a bit more time
- Emotions: changes in emotions need to be tempered, tolerance for frustration may be low/limited for some.
- Resistance to change: unexpected events can be badly received, explain in advance what will happen and what may not happen during the game.
- Cardiovascular tolerance may be limited in some participants.



- Small routines and frequent repetitions can help the person remember rules/tips.
- The use of visual aids and auditory signals (for those who don't read) will be helpful

● For those with less problems understanding, explain additionally and try to decide together what to do.

- Having extra coaches may help.
- Patience and good humour



RULES

- Short playing time
- Limit number and complexity of rules
- Allow multiple attempts, several bounces.
- Do not change rules in the middle of the game.

ENVIRONMENT OR SPACE

- Structure the space, provide visual markers (arrows to indicate the course, string on the ground, for example) to guide participants.
- Divide into groups (maximum of 8 people).
- Promote play outdoors.
- Avoid excessively confined and noisy environments.

COMMUNICATION METHODS

- Use demonstrations. Perform them with the participant.
- Emphasize positive feedback.
- Short verbal explanation time with clear, simple keywords (use words they know), visual aids.
- Longer starting signals (roll an object on the ground, drop a feather, music, etc.).

MATERIAL

- Vary the equipment used to provide choices and adapt it to physical skills.
- Use audible, coloured objects with distinctive textures, as well as music, to address the concepts of rhythm (fast/slow, etc.): tambourines, music sound system, etc.
- Light objects (balloons, feathers, foam balls).



Points to watch

Players can quickly disappear if they get bored or have difficulties doing what is requested, be careful that the group plays together and that members are not lost to boredom.

Caution to participants who do not tolerate noises well, or crowds or displays of emotions (e.g. joy, mocking), some may badly experience games that are meant to be fun and may get angry if there are misunderstandings.

PLAYERS WITH AUTISTIC DISORDERS



Autistic disorders, which are part of invasive childhood development problems, differ from person to person and also depend on a person's environment (at home, in unfamiliar surroundings, etc.). These problems may hinder the person's social autonomy and affect several aspects of his or her development. Physical activity is a means for bringing people into contact with their environment.

Autistic people often excel in a very specific skill area (logic, mathematics, or music, for example). Their physical skills are often quite highly developed, and they often prefer rituals/routines.

- Tolerance to change: changes in environment can be traumatic to the player
- Participants may show a slow mental reaction - clarifying and simplifying things will help.
- The approach of the coach will determine the rapport, try not to interact too closely to the person and too briskly.



- Use mediators working between the person and others to help keep stimulation manageable for the person with autism.
- A peer/helper may be needed (to clarify rules, help make decisions)
- Pictures, images, visual aids
- Objects such as a ball can be a good signal and stimulating to use as a medium between players.



RULES

- Keep the rules simple
- Allow many test shots.
- Give a head start in scoring (e.g. start score at 1 instead of 0).
- If the group is mixed, allow the person more time..

ENVIRONMENT OR SPACE

- Calm, well organized initial environment
- Set up visual markers for space and time.
- Small practice groups (average of 5 people)
- Strike a balance between rituals/routines/ markers and varied proposals.
- Arrange a personalized area if the player desires.

COMMUNICATION METHODS

- A limited number of clear instructions (simplify messages, listen and watch).
- Allow latency times (e.g. be aware of delays the person may have in understanding information and responding to it)
- Combine visual and physical instructions.

MATERIAL

- Vary equipment, decorate it and personalize it to elicit/stimulate interest, promote exploration and an engagement with the objects



Points to watch

Pay attention to the feeling of physical and psychological safety of participants. These participants can quickly be introverted when alarmed and may show aggressive behavior when feeling this way. Watch carefully their expressions and their sources of fear, nervousness, that can destabilize players.

PLAYERS WITH PHYSICAL IMPAIRMENTS



Physical impairments may affect various bodily functions to different degrees.

- Paraplegia is partial or total paralysis of the legs; quadriplegia is total or partial paralysis of the arms and legs, while hemiplegia affects one side of the body (right leg and arm, for example).
- Depending on the severity of the impairment, a person may require a device such as a wheelchair, crutches, an orthotic device for the hand, etc.
- The person's cognitive and sensory functions usually are not affected, so be careful not to infantilise these people, they are quite capable of understanding.
- During rehabilitation following trauma, building a relationship with people to involve and motivate them is very important.

- Muscular, joint, breathing, urinary/sphincter control may be reduced. Some persons may not be able to mobilize their limbs fully.
- Sensation : some may not be able to feel pain in certain parts of their body (i.e. watch wounds to the person)
- Listen : if the person is still in the rehab phase during their participation in APA, ensure psychological availability as it is essential during these stages.



- Technical and human aids are needed to help the person mobilize, use objects adequately, etc.



RULES

- Make rules flexible based on players' movement abilities.
- Allow more attempts.
- Allow more bounces.
- Make a rule to not allow defence less than one metre away from a player in a wheelchair.
- Allow players to use a different limb (the hands in football, for example).

ENVIRONMENT OR SPACE

- Make space accessible to wheelchairs or walkers
- Lower, reduce obstacles.
- Modify the height, size, shape of targets.
- Increase or reduce zones based on method of movement.
- Arrange personalized areas (priority areas of play for a player, rest areas).

COMMUNICATION METHODS

- Place yourself at the player's height.
- If providing visual information, ensure that all people are at their own height.

MATERIAL

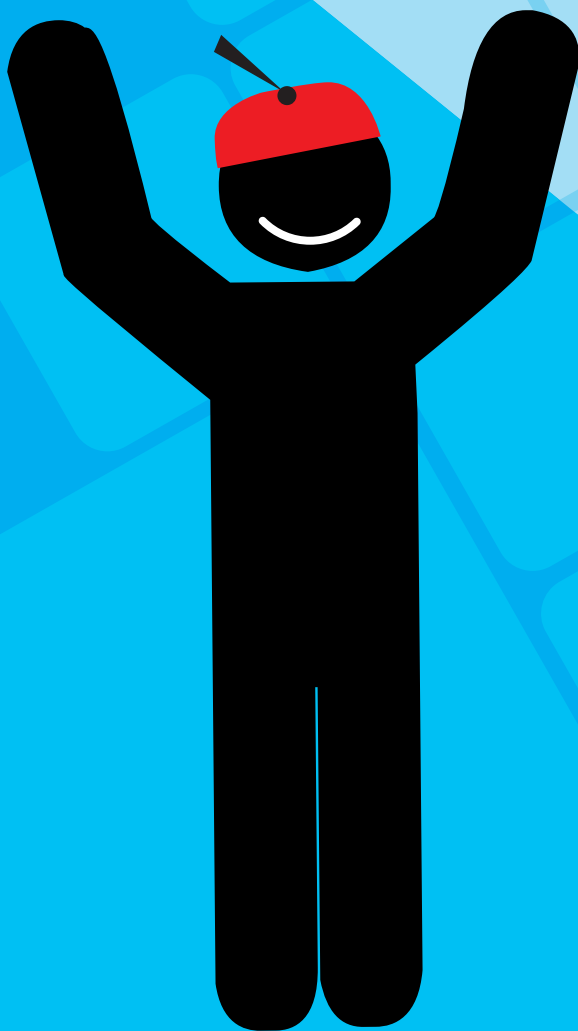
- Vary the size of objects to increase players' potential.
- Aids for participating (ramps for boccia, longer and larger handles on a racquet, softer ball, with a hole, lighter)
- Mats so players in a wheelchair can manage.



Points to watch

Wheelchairs are able to injure other players, ensure to have safe zones, and padded environment, to reduce the chance of this. Those with reduced physical sensations should ensure to check their skin often to check for wounds and scrapes. Watch the range of movement of joints and muscular ability of persons, as to not injure them.

3RD DRAWER : ACTIVITY CARDS !



European Union



TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

**HANDICAP
INTERNATIONAL**

THE PICTOGRAMS ON ACTIVITY CARDS SHOW THE FOLLOWING PLAYERS

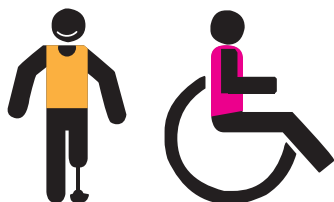
- Players with a visual impairment



- Players with a hearing impairment



- Players with a physical impairment



- Players with a cognitive / intellectual impairment



- Players with no impairment



- The professional/activity facilitator



- Persons providing assistance (guide or support for play)



INSTRUCTIONS

* These cards present various games and sports as well as tips on how to teach them.

Name of the activity

The ideal sequence of actions in the game, without over-modifying it.

The adaptation box: highlights the elements of the activity that can be adapted to implement the APA.

01

ACTIVITY: THE 7 STONES GAME

Set-up

After forming a pyramid of seven stones stacked at the centre of a circle 8 metres in diameter, one team (A) lines up 6 metres away from the circle and the other team (B) stands along its circumference. At the referee's signal, each player on team (A) has one chance, each taking their turn, to throw the ball at the pyramid and try to knock down the seven stones. When one or more stones fall down, all the players on team (A) rush in to rebuild the pyramid. Team (B) tries to prevent them from rebuilding the pyramid by throwing the ball at the players on team (A) and scoring each time they hit them.

What can be modified?

RULES	ENVIRONMENT OR SPACE
<ul style="list-style-type: none"> • Number of attempts allowed • Penalty/forfeit -> which ones and after how many throws? • How and what to time? (time taken by each team to put the stones back in place, and compare the time each team takes to get rid of all the rebuilders) • Number of people who can enter the pyramid circle • Number of players on each team 	<ul style="list-style-type: none"> • Diameter of the circle • Distance at which players stand to throw at the stones or the other players
COMMUNICATION METHODS	MATERIAL
<ul style="list-style-type: none"> • Tell a story about the pyramid. • Use some players to demonstrate what must be done. 	<ul style="list-style-type: none"> • Objects used to build the pyramid • An object to throw at the stones and/or the opponents • Something to mark boundaries of field

Best game plan

Game fundamentals

Demolish a pyramid of objects with a thrown object and then rebuild it or prevent the opponent from rebuilding the pyramid by scoring a hit on the opponent with an object.

Skills to be developed

- + Aiming at a stationary target
- + Aiming at a moving target
- + Knocking down and rebuilding a shape
- + Cooperating, getting organized (strategy)
- + Dodging, reacting quickly

A diagram of what the activity can look like ideally.

The fundamentals of the activity: the game's essence. The basis from which we start to make an activity accessible, to start with the fundamental aspects of the activity.

Skills this activity can develop

Ideas for adapting to each players' specific needs.

Points to watch: what you have to pay particular attention to, to ensure safety of all.

Ideas for adaptations to make the game accessible to everyone

- 🦻 Hand out brightly coloured bibs, an audible ball, and if the players with disabilities want, make one player responsible for providing information on opponents' moves or information on the pyramid to be hit; each player can give a signal or yell a word when:
 - receiving the ball
 - throwing the ball
 - hit by the ball
- 🦿 Ensure that the instructions have been understood and check the field of vision for each player with a hearing impairment; make one player responsible for conveying information to the other players.
- 🦿 Give the option of kicking the ball, or using an aid (for balance, to catch the ball, etc.).
- ♿ If arm function is reduced, use a large straw ball, open balls or less inflated balls, etc. Allow several throws, then the person is frozen after the third time (wheelchair area is larger).
- ♿ Give team (B) the right to throw once players have an object in their hand, and the person is frozen after the third time.

Points to watch

- **Be careful not to throw at players' faces!**
-> Aiming above the legs or wheels is prohibited.
- **Be careful to avoid collisions!**
-> You can limit the number of players in the circle to rebuild the pyramid, depending on the situation (especially when someone using a wheelchair is present).

Personal Notes

Educational situations

Introduction: Workshops primarily on throwing skills (strength and direction) - involves cooperation, knowledge of fruits and vegetables, etc.)

- Set up different pyramids, e.g. of stones, shoeboxes, etc. - at various distances.
- To provide motivation and fun, introduce the game as follows: "You are at the market and have to fill your basket! To get the vegetables and fruits you need, you have to knock down the pyramids. The pyramids of stones you hit let you choose a pear or an apple, those of cardboard let you buy a cabbage or fennel, etc. In the end, after making the round of all the stands, everyone must bring back one apple, one pear, one fennel and one cabbage!"
- If playing in teams: each basket must hold two fruits or vegetables from each player!
- You can then make the cardboard targets smaller, reserve them for a child with reduced physical abilities, for example, etc.
- Adaptations: let players choose the object they throw (large/small, heavy/light, etc.) let them choose the pyramid they want to aim at, and make players indicate each target by standing behind it and making a different sound (whistle, hand clap, song) for each.

Other skills to work on

- Dodging (observation, analysis, change of direction, reaction)
- Hitting a moving target (anticipation, reaction speed, throwing while moving or standing still)
- Implementing a collective strategy (analyse, suggest, assign roles, etc.)

Ideas for games to work on these skills

Examples of fun and simple situations where learning can take place. These are example to develop further.

Space to add your own idea of skills of the activity you can rework.

Space to write you own notes for the activity and observations made.

- **The + →** provides general information for a better understanding of the players and a list of tips to make the adapted activity accessible to the player at his or her skill level.
- **Note →** This is an open-ended and flexible list that you can modify and complete based on your own experience and that of your colleagues!

ACTIVITY: THE 7 STONES GAME

Set-up

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What can be modified?

RULES

- Number of attempts allowed
- Penalty/forfeit -> which ones and after how many throws?
- How and what to time? (time taken by each team to put the stones back in place, and compare the time each team takes to get rid of all the rebuilders)
- Number of people who can enter the pyramid circle
- Number of players on each team

COMMUNICATION METHODS

- Tell a story about the pyramid,
- Use some players to demonstrate what must be done.

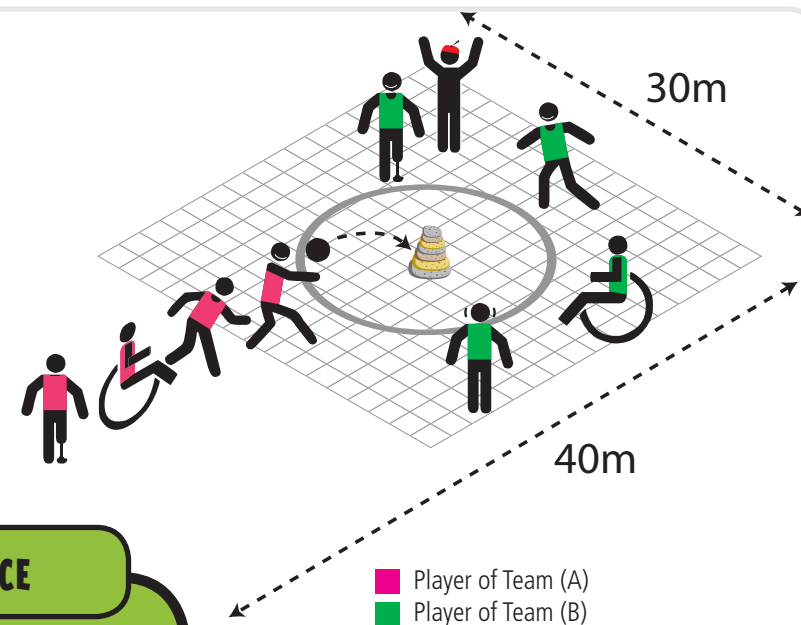
ENVIRONMENT OR SPACE

- Diameter of the circle
- Distance at which players stand to throw at the stones or the other players

MATERIAL

- Objects used to build the pyramid
- An object to throw at the stones and/or the opponents
- Something to mark boundaries of field

Best game plan




Game fundamentals

Demolish a pyramid of objects with a thrown object and then rebuild it or prevent the opponent from rebuilding the pyramid by scoring a hit on the opponent with an object.


Skills to be developed


- + Aiming at a stationary target
- + Aiming at a moving target
- + Knocking down and rebuilding a shape
- + Cooperating, getting organized (strategy)
- + Dodging, reacting quickly


Ideas for adaptations to make the game accessible to everyone Educational situations


 Hand out brightly coloured bibs, an audible ball, and if the players with disabilities want, make one player responsible for providing information on opponents' moves or information on the pyramid to be hit; each player can give a signal or yell a word when:

- receiving the ball
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 Ensure that the instructions have been understood and check the field of vision for each player with a hearing impairment; make one player responsible for conveying information to the other players.

 Give the option of kicking the ball, or using an aid (for balance, to catch the ball, etc.).

 If arm function is reduced, use a large straw ball, open balls or less inflated balls, etc. Allow several throws, then the person is frozen after the third time (wheelchair area is larger).

 Give team (B) the right to throw once players have an object in their hand, and the person is frozen after the third time.

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➤ You can then make the cardboard targets smaller, reserve them for a child with reduced physical abilities, for example, etc.

➤ Adaptations: let players choose the object they throw (large/small, heavy/light, etc.), let them choose the pyramid they want to aim at, and make players indicate each target by standing behind it and making a different sound (whistle, hand clap, song) for each.



Points to watch

- **Be careful not to throw at players' faces!**
-> Aiming above the legs or wheels is prohibited.
- **Be careful to avoid collisions!**
-> You can limit the number of players in the circle to rebuild the pyramid, depending on the situation (especially when someone using a wheelchair is present).

Other skills to work on

- Dodging (observation, analysis, change of direction, reaction)
- Hitting a moving target (anticipation, reaction speed, throwing while moving or standing still)
- Implementing a collective strategy (analyse, suggest, assign roles, etc.)

Ideas for games to work on these skills

Personal Notes

ACTIVITY: BOCCIA LAWN BOWLING

Set-up

Two teams compete in six sets playing with 12 balls. Each team divides six balls evenly among its players. The first player throws the target ball and then plays a ball by rolling it towards the target ball. An opposing player must play so the other team's turn is taken. After the last ball has been played, the team with the ball located closest to the target scores one point. If players use a throwing ramp, the assistant holding the ramp stands at the back of the field and must remain neutral.

What can be modified ?

RULES

- Number of rounds
- An opposing player must play until the point is regained
- Choice of stance for players (seated/standing, turned to the side, facing the target)
- Flexibility on crossing the boundary of the throwing area
- Allowing or disallowing players to choose their throwing spot.

COMMUNICATION METHODS

- Tell a story about the situation
- Use some players to demonstrate what must be done
- Clap hands next to the target so everyone can locate it.
- Make it more visible.

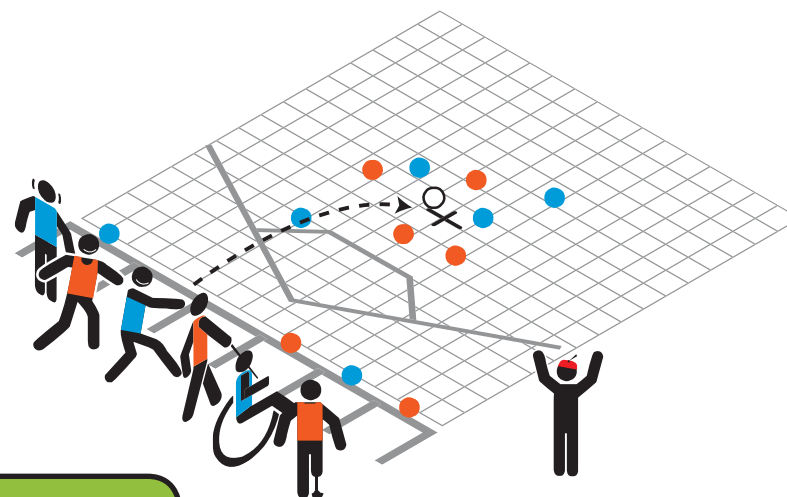
ENVIRONMENT OR SPACE

- 2 m x 6 m rectangular field
- Whether or not there is a 'dead area', or specified throwing areas
- Number of teams
- Number of balls played by each team
- Distance from which players aim at the target
- Number of targets
- Markers on the ground to mark the throw line

MATÉRIEL

- The target (decorated bumpers, holes, figurines)
- Balls for throwing
- To personalise targets
- A throwing ramp for people with mobility difficulties
- Mark the throwing line on the field for easier throws

Best game plan



- Player of Team (A)
- Player of Team (B)






Game fundamentals

Throw one's balls as close as possible to the target ball.

Skills to be developed

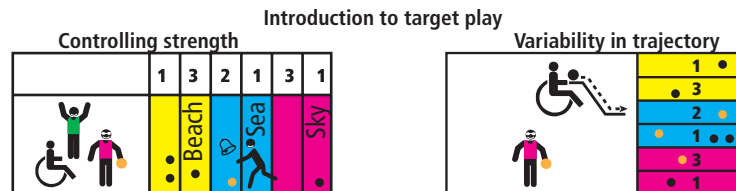
- + Throwing a ball and accurately rolling it
- + Devising paths
- + Aiming at a target
- + Playing on a team
- + Developing defensive/offensive strategies.

Ideas for adaptations to make the game accessible to everyone

-  Hand out brightly coloured bibs, visually and audibly noticeable balls. If players with a visual impairment wish, assign one player to locate the target by clapping hands or ringing a bell next to it. The referee is responsible for giving verbal cues on the placement of balls and progress of the game. Option of sitting, favour repeated attempts.
-  Use a visual marker (for example, a table tennis bat) to indicate turn-taking (one side with the colour of team A, the other with the colour of team B to indicate whose turn it is to play).
-  Option of sitting or using an aid (for balance, picking up, carrying balls, etc.). If a person is hemiplegic, ensure that balls are given to the stronger hand.
-  If arm function is reduced, provide a throwing ramp that the player uses alone or with a companion turned with his or her back to the game. If the person does not want the ramp, turn the wheelchair slightly on a diagonal to facilitate throwing. Adapt the throwing distance if necessary.
-  Be extra attentive to avoid players waiting too often and for too long, as they will lose attention. Adapt the distance to individual abilities. Gradually increase the throwing distance.

Educational situations

Introduction: Workshops on main throwing skills (strength and direction)
 Mark areas on the ground and give them names based on a theme (beach, sea, sky, for example), then ask participants where they want to travel (on the beach, on the sea, in the air!), or award points.



In each workshop, players set goals alone or in pairs or threes. If points are scored, the goal is to score as many points as possible for oneself.



The goose game: throw a ball into area 1, then areas 2 to 6. The first to reach area 6 wins the game. This could also be played with something like a die!

Naval battle: players lay out their areas based on their size and shape. An opponent must throw one or two balls into an area to conquer it.

The size of the areas is changed to increase the difficulty. Areas can be created with cardboard, tape etc. The slope of the throwing ramp can be used to control the strength of balls.

Other skills to work on

- Implementing a strategy (collective or individual: analyse, support each other, coordinate actions, cooperate, give cues to the person responsible for the ramp, etc.).
- Hand-eye coordination (locate, aim and throw to roll the ball)
- Devise sound indicators to explain targets to a person with a visual impairment

Ideas for games to work on these skills

Points to watch

- **The assistant pays attention to the people around him or her when moving with the ramp.**

Take advantage of this activity where players are fairly stationary to promote communication, create a friendly atmosphere, and encourage the shyest participants to come out of their shell.

Personal Notes

ACTIVITY: RELAY GAME

Set-up

Players make teams and form lines facing the course. Player 1 starts with several objects that must be taken one by one from the beginning of the course, do a full loop and then return to the starting point. After finishing the course, the first player returns all objects and taps the hand of player 2 waiting behind the starting line. This player picks up the objects one by one from the start line and completes the course. Then, this is brought to player 3, who repeats the course, and so forth. The game ends when all the players on a given team have completed the course.

What can be modified ?

RULES

- Starting signal (who gives it and how?)
- Giving a signal (touching hands, tapping on the shoulder, passing an object, etc.)
- Whether or not points are awarded
- Methods for passing obstacles (go over or go under if in a wheelchair)
- Number of legs in the relay race
- Runners join hands and run together at the start of each new leg of the relay, so there will be two team members running together over the second leg, three members running together in the third leg, etc.

COMMUNICATION METHODS

- Nature, length of start signals (whistle, wave a coloured flag, make a large specific gesture, shout a funny word, roll a ball, a ball of yarn, drop a feather, sing a song, etc.)
- Mark the course to follow (marked with arrows for people with comprehension problems?)
- Imagination: objects become birds that must return to their cage, etc.

ENVIRONMENT OR SPACE

- Width, length and number of courses
- Path of courses (slalom or not)
- Number of steps
- Shape and height of bases
- Location (centre, beach, field, forest, indoors, etc.)
- Introduce different obstacles to overcome (ropes on the ground, decorated cardboard, etc.)

MATERIAL

- Objects to be carried (balls, dice, balls of crumpled newspaper, pair of socks, bottles of water, pillows, etc.), and can be decorated.
- To design bases (plastic bottle neck, shoe box, hole in the sand, cones, etc.)
- To mark out the courses and define the space
- Obstacles to overcome (ropes on the ground, shoe boxes, benches, etc.)

Best game plan



- Player of Team (A)
- Player of Team (B)
- Player of Team (C)






Game fundamentals


In a team relay, complete a course while giving a signal (e.g. a tap or passing an object) from one team-member to another.

Skills to be developed

- + Speed
- + Risk taking
- + Coordination
- + Mutual assistance

Ideas for adaptations to make the game accessible to everyone

-  Blind persons: a guide person, a person giving audible indicators standing at each corner. Option of dropping the object on the ground instead of placing it on a platform. Person with a visual impairment, option of having a guide or buddy who gives cues from the sidelines of the course.
-  The starting signal must be perceptible by sight and/or by touch (touch on the shoulder), and the same must apply to any intervention in the game.
-  Depending on each person's preference, can have the option of using a wheelchair. Number of objects to carry can be reduced, option of using a basket to carry them. If the person is hemiplegic, allow the use of the preferred hand. Option of starting from further ahead in the course (shorter total distance).
-  If an electric wheelchair is used, set a speed limit to avoid creating an advantage in speed. For slaloms and courses wide enough, ensure object is easy to pick up and place on the base, use raised bases.
-  Depending on a player's reaction speed, he or she may be placed ahead of the competitors so as not to be at a disadvantage. Use a longer start signal. Encourage the person not to give up before reaching the finish line: use a tambourine or handclaps to maintain a pace, for example.



Points to watch

- Distance to be covered and paths to be adapted depending on the player's means of motion, mobility, endurance and cardiac capacity
- Ensure that players have warmed up sufficiently before starting the races.
- Use anti-tip wheelchairs.
- Be aware of risks of collision when issuing a signal (raise awareness of the danger in advance, instil rule that players must be side by side for passing the signal, etc.).

Educational situations

Introduction: Workshop on skills of racing and passing relay objects.

- Option 1: Go round the course and return, passing the relay item/signal to a teammate as quickly as possible.
- Option 2: Move one or all objects from base A to base B for player 1, and from base B to base A for player 2, etc.
- Option 3: Move one or all objects while slaloming.

Have a name relay (i.e. using each participants name in the relay. This then becomes a knowledge game and works to foster communication)
 Form a single-file line and pass an object from player to player. To pass the ball to a teammate, a player must say his or her own name.. For a challenge, run a race against the clock or form two teams.

Other skills to work on

- Passing an object effectively
- Race in various settings (in a circle, slaloms, obstacles)
- Accuracy

Ideas for games to work on these skills

Personal Notes



**Group sports
and ball games**

WHAT YOU MUST KNOW

Group sports and games share certain characteristics. This card presents the aims and structure common to all group sports, what is involved in learning them, and what they help develop.

In the following cards, you will find a presentation of basketball and volleyball activities, as well as activities derived from football.

Game fundamentals

To retain possession of the ball for one's team and capturing the opponent's goal, or gaining possession of the ball and defending one's own goal.

Abilities developed

* Informational and cognitive

Locate, gain and select information (e.g. observe and select ball trajectories, players' paths, actions, attitudes and roles, referees' gestures and decisions made during play and especially when play is stopped).

Convey information by body language to other players (give clear tips to partners and create uncertainty for the opposing team).

React quickly: make decisions on the fly.

Make tactical choices.

Know the rules of the game.

* Physical (mechanical and physiological)

Pass, receive, shoot - agility.

Throw, push, shoot - strength.

Change stance and direction (ability to maintain balance, throw the opponent off balance).

Act quickly - speed.

Maintain and repeat sustained effort - resistance.

Move the ball, dribble, shoot - dissociation ability.

* Psychological and social

Take risks, make decisions, act, assess, organise - self-affirmation.

Obey the rules - control.

Cooperate, confront - consideration of others.

Implement a strategy - ability to carry out group plans.

Manage cooperation and group confrontation.

Control one's emotions arising from the changing score, referee's decisions, the hazards of one's own actions and/or those of others.

Benefits of the activities

They help players grow through complex situations involving uncertainty, the number of players sharing the same space and the individual investment that must be made for self-protection, through capture and defence of the space.

These activities develop an individual's communication skills and social abilities (e.g. respecting each player's place and role and ensuring one's own place within society, giving and accepting support, sharing).

They also teach groups to get along better together by developing supportive behaviours, learning the rules, and competing in a codified, regulated setting.

When teaching group sports, the initial focus must be on working individually or in small groups on specific tasks such as making a pass when stationary, and then when moving, and finally when faced with opponents.

ACTIVITY: FOOTBALL AND ITS DERIVATIVES

Set-up

Two teams of at least five players compete for two 20-minute periods on a field. Goal areas are guarded by a goalkeeper, who is allowed to use his arms. The team that scores the most goals wins the game. A player commits a foul if he or she infringes on an opponent's integrity (shoving, striking, pushing, holding, jumping on an opponent) or deliberately handles the ball.

What can be modified

RULES

- Length of periods of play
- Rule on use of hands
- Rule on out of play
- Allowing or disallowing tackles

COMMUNICATION METHODS

- Number of referees/observers on side lines
- Visual markers (to indicate who has the ball, fouls, etc.)
- Option of reducing the number and complexity of the rules

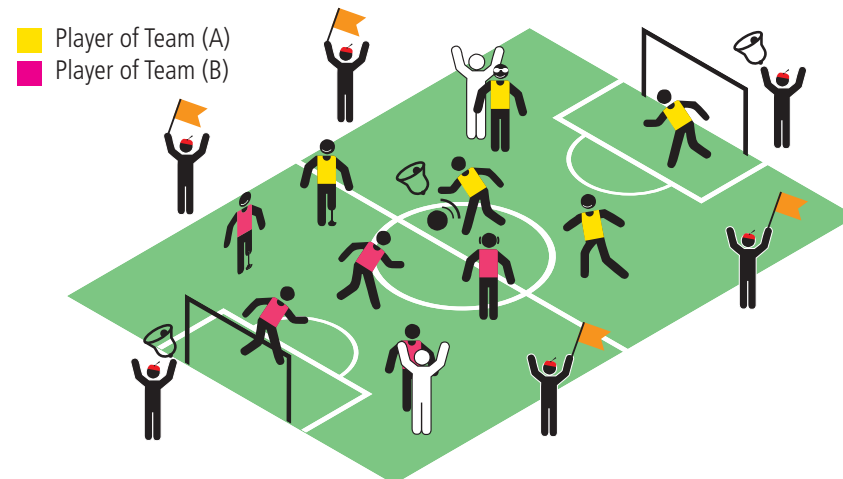
ENVIRONMENT OR SPACE

- Play on sand or in a yard, field, etc.
- Size and shape of field
- Zones for specific players

MATERIAL

- To control the ball: ball with little bounce, or made of foam, etc.
- To mark the goal area (sticks, cones, hoops, etc.)
- To make the goal more visible (coloured tape, etc.)
- To hear where the goal is (music system, bell, tambourine, hand claps, etc.)

Best game plan








Game fundamentals

Recover, retain and move a ball collectively toward the opponent's end to score a goal, without using the arms, while protecting one's own goal.

Skills to be developed

- + Balancing (on one foot)
- + Coordination (controlling a moving object)
- + Understanding instructions and obeying rules
- + Team offensive and defensive strategies (creating and using free spaces, creating dominance, etc.), group cohesion
- + Place and role within the team

Ideas for adaptations to make the game accessible to everyone

-  Use a flag as well as a whistle and increase the number of referees. Use a torch to attract the attention of players who are far away.
-  Give preference to indoor activities: smooth surface, smaller and clearer audio environment than outdoors, to hear the ball. Use a brightly coloured ball. Spread teammates over both halves of the field to provide necessary help (e.g. call-outs) to players. Have an audible reference for each goal for blind football activity.
-  Option of playing while kneeling, to use the hands if the person prefers. The opponent commits a foul if she or he is closer than one metre to the player. Compete with teams of five on each side, using crutches.
-  Adapt the number of players. Establish a priority area for this person or passes must be made to him or her on a priority basis.
-  Personalise the goals so players can recognise their own and remember it more easily. Reduce the number of players. A buddy helps with decisions if necessary. Modify or eliminate the out-of-play rule.



Points to watch

- **Pay attention to hazards of collision and dangerous play (kicking backwards, too high, etc.)** -> Raise awareness for practice between people in a wheelchair or on the ground and people standing; impose a safety perimeter around them.
- For people with hearing aids, pay attention to the risk of damage to the hearing aid or injury to the person.

Personal Notes

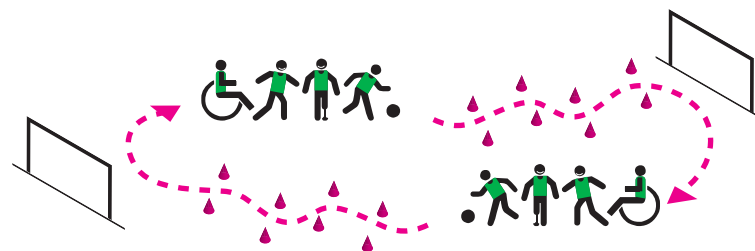
Educational situations

• Workshop on the key skills of controlling passes and dribbling.

Players stand in a line of no more than five. Player 1 (line A) is facing player 2 (line B), at least 2 metres away. Player 1 passes to player 2, who must stop the ball with his or her foot or wheelchair, then goes to the end of line B. Player 2 passes to player 3 then goes to the end of line A, etc.

• Control/shooting

Lay out a course marked with gates. Each movement through a gate scores one point. End the course with a shot on goal, before moving on to the next course.



Other skills to work on

- Dribbling the ball
- Making passes
- Anticipating

Ideas for games to work on these skills

ACTIVITY: BASKETBALL

Set-up

Two teams of five players play on a 28 m x 15 m court to score as many points as possible. Baskets made count for 1, 2 or 3 points, depending on the distance and type of shot. To move, players with the ball must dribble and may not take more than two steps. Foul: if there is human contact affecting the other player's integrity. If the player with possession of the ball takes more than two steps with the ball in his or her hands, or forces his or her way through the game.

What can be modified

RULES

- If players want to advance with the ball, they must dribble it with one hand. They may change hands while dribbling and may pivot.
- Return to home court: when the ball crosses the centre court line, it may not be brought back over this line while in possession of the offence.
- The ball is out of play as soon as it contacts the ground on or outside the court boundary lines.
- All contact, deliberate or accidental, is prohibited.
- 3 seconds: if a player has spent more than 3 seconds in the free-throw area and receives the ball, the ball is given to the opposing team.
- By limiting the number of steps, it is possible to play without dribbling.

COMMUNICATION METHODS

- Before play, ask players to place balls aside in a specified location so you get their full attention while giving instructions.
- Give few instructions at the start.
- Use a flipchart, chalkboard or videos to facilitate explanation of playing tactics.

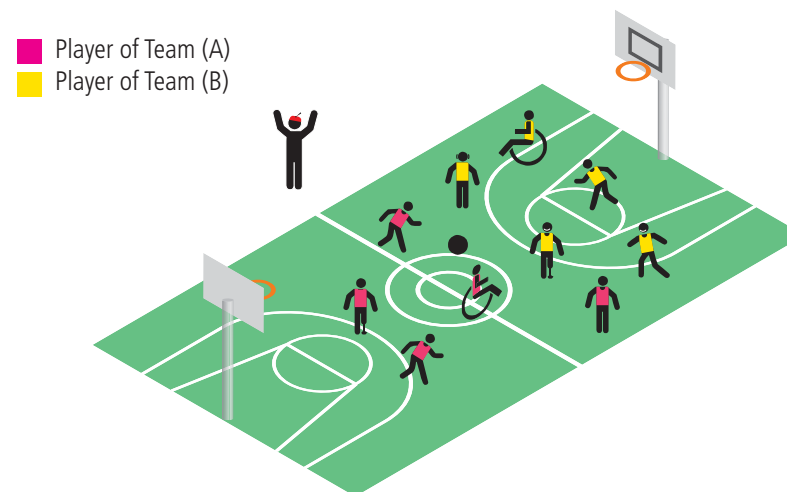
ENVIRONMENT OR SPACE

- Court size (28 m X 15 m) forms the area of play.
- Height, width and number of baskets to facilitate successful shots
- Create specific zones (rest, priority, etc.)

MATERIAL

- To give signals, use a whistle or flags.
- To make baskets, use baskets, hoops, cases, boxes, trays
- To advance the ball: basketball, foam ball, other types of balls of various sizes/weights, racket (for baskets easier to make), etc.
- To mark off the court: rope, cones, tape, etc.

Best game plan




Game fundamentals


Using the arms to advance the ball as a team toward the opponent's basket and/or prevent the opponents from scoring a goal in one's own basket.


Skills to be developed


- + Understand and apply rules.
- + Throw with accuracy (shots, passes).
- + Create open spaces (by dodging, jumping, etc.).
- + Cooperate and oppose individually and collectively.
- + Run fast, jump, maintain balance.
- + Be aware of one's position in space.


Ideas for adaptations to make the game accessible to everyone

 Encourage bounce passes as much as possible (because bounces can be heard). Each time a player receives the ball, he or she shouts "mine." When passing, he or she shouts "pass." The name of the player to whom the pass was made can be shouted. The distance between a defender and the player must be at least 1.5 metres.

 Place two referees on each half court to be aware of stoppages of play, etc. Referees can use a flashlight/torch as well as a flag to attract players' attention.

 Option of playing in a wheelchair, playing with one hand, based on abilities - especially depending on player's balance. Encourage bounce passes to give a person more time to receive the ball. Minimum distance between defenders and a player is 1.5 metres. Basket height can be lowered.

 If arms are impaired, play with a large ball (like a kin-ball): scoring can involve hitting a target on the wall with a throw or bounce of the ball. The ball can also be made lighter and targets can be placed on the ground (boxes, hoops placed vertically). The rule against dribbling again is eliminated (e.g. wheelchair basketball).

 Eliminate or relax the rules (3 seconds, return to home court, rule against travelling), increase the number of targets



Points to watch

- **In wheelchairs, pay attention not to tip over backwards** -> install anti-tip wheels.
- **Avoid contact** -> Players defend at a distance of 1 metre.
- **Do an adequate warm-up** -> to prepare joints and muscles for the activity.

Personal Notes

Educational situations

•Workshop on the key skill of dribbling

- Move around the room with the ball between yourself and the wall. Players try to move around the room by dribbling, losing the ball as little as possible.
- Dribble at various heights (sit on a bench or dribble on a table if in a wheelchair or chair, etc.).
- Relay game: 4 teams, each in a corner of a square area. At the signal, the first player from each team heads for a cone by dribbling to the centre of the area and brings it back to his or her team (with the right hand then the left on his or her head, etc.).

•Passes: 10 passes game

Players are divided into teams A and B. If team A starts, it must make 10 passes without losing the ball. The ball is lost if it falls to the ground or is intercepted by a member of team B. If the ball is intercepted, team B gets the turn and tries to complete 10 passes while team A tries to recover the ball. Whenever a team recovers the ball the score starts again at 0. (or add to the game, a rule that a team wins when it scores a basket after completing 10 passes, for example).

•Shoot

If there are repeated failures in a workshop or game, modify the scoring (1 if it touches the backboard, 2 if it touches the hoop, 4 for a successful basket, for example.).

Other skills to work on

- Shooting and its various forms (two step, free throw, etc.)
- Knowledge of all rules
- Controlling the object
- Dodging

Ideas for games to work on these skills

ACTIVITY: CHASE THE BALL

Set-up

Two teams of four players, stand facing each other 30 metres apart. A ball is placed 10 metres from each player on team A, and 20 metres from each player on team B.

At the signal, the players on team A must take the ball in their lane and bring it back to their base before their opponents can touch them. Each of the 4 players gets a number assigned to them to know when to run for the call.

What can be modified

RULES

- Number of players per team
- Number of attempts allowed
- Movement style to reach the object

COMMUNICATION METHODS

- Use signals which can be heard and understood by all, modify the length and type of signals (verbal, gestures, musical)

ENVIRONMENT OR SPACE

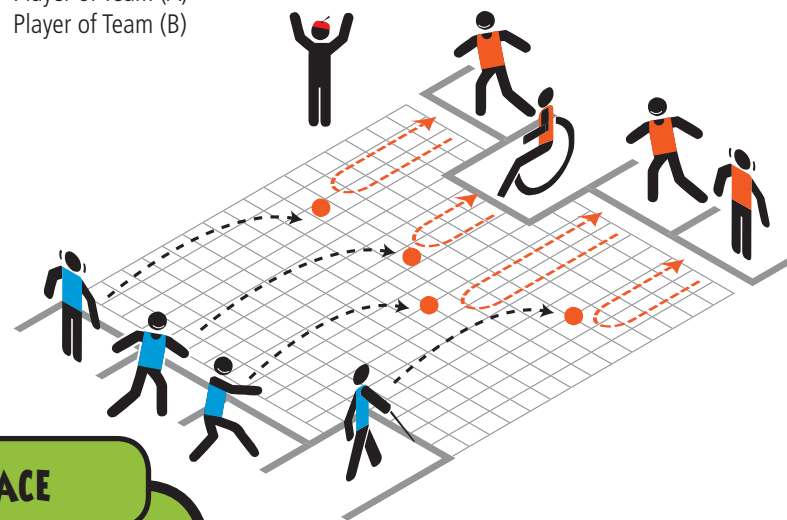
- Distance to be covered, path, use of obstacles
- Placing the object at ground level or at a height
- Several objects to allow a choice

MATERIAL

- Objects to mark the starting point for players and the field
- Size and weight of the object to be retrieved

Best game plan

- Player of Team (A)
- Player of Team (B)








Game fundamentals

To retrieve an object and bring it back to your base without being obstructed by the opponent, or prevent the opponent from bringing the object back to his or her base.

Skills to be developed

- + Quick reaction, abiding to a signal
- + Quick movements
- + Following a path
- + Handling an object
- + Face-off with another player

Ideas for Adaptations to make the game accessible to everyone

-  Tactile marker on the ground, (cardboard, wooden boards, etc.), human aid to provide information or to guide
-  Use visual signals, assign players a colour instead of a number, to know when they have to run/compete.
-  Adapt the distance to be covered for a fair game (i.e. shorter distance for player with a disability).
-  Ensure adequate turning space for wheelchair-users; place the object off the ground so it is reachable for them, give a Velcro glove to hold a ball (covered with sponge-like fabric) more easily, etc.
-  The course can be marked with a rope or attractive objects. Use music to give encouragement and motivation

Educational situations





Introduction: chasing games (to introduce the concept of following someone else)

•The start

Players stand in a line and must cover a short distance from the starting point. Various types of starts are possible: facing the track, back to the track, seated, standing, kneeling, back-to-back, in pairs, etc. Vary the length of the signal, e.g. long (drop of feather), short, etc.

•Bluffing

Have players practise bluffing :

-  Moving around the object several times before taking it;
-  Pretending to take it;
-  Distracting the other player;
-  And so forth...



Points to watch

- **Pay attention to the risk of collision between two players opposing each other:** -> Make participants aware of the importance of slowing down and anticipating.
- **For a player with a visual impairment:** -> Be careful to avoid injury from equipment or other players: stay close to the player without necessarily touching him or her.
- **Fighting for the object:** -> Appoint sufficient referees to limit cheating and disputes.

Other skills to work on

- Controlling/handling the object
- Speed
- Moving in various ways

Ideas for games to work on these skills



Personal Notes

ACTIVITY: DODGE BALL

Set-up

Two teams face each other. The goal is to take as many prisoners as possible by hitting opponents with a ball while remaining in one's own area. If a player from team A is hit by a thrown ball by a player on team B, he or she is sent to that team's 'prison' and from there, he or she must try to hit a player from team B to get out. Throws can target the entire body but not the head. If a thrown ball hits the ground before touching an opponent, or if the person targeted catches it, it is not a valid hit. A team wins the game when all its opponents have been taken prisoner.

What can be modified

RULES

- Gives 'lives' to a person: they can be hit a certain number of times before becoming a prisoner
- Vary the rule that a prisoner must hit an opponent to gain release.
- Vary the rule about throws which hit the ground are void.
- Be flexible with penalties for players who go out of bounds
- Play by walking or running (all or just some players).

COMMUNICATION METHODS

- Explain the rules a little at a time, as the game progresses. Take time, repeat, comment on actions. Use diagrams and pictures to make the game more understandable to everyone.

ENVIRONMENT OR SPACE

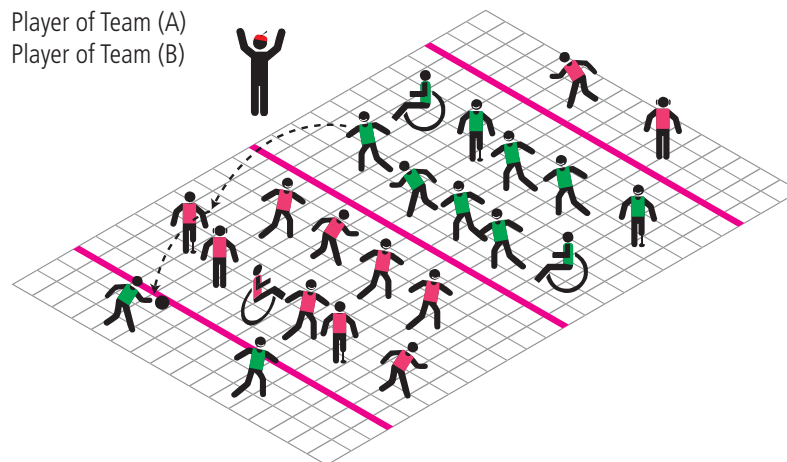
- Field size is $\frac{1}{4}$ of a football field and usually rectangular, but it can also be square, oval, round, triangular.
- Two play areas and two "prison" areas located behind each team's area
- Location (indoors, outdoors)
- Player positioning is based on their mobility (near or far from the centre line?)
- Layout of areas: decorate the prison.

MATERIAL

- To mark the play area use rope on the ground, cones, tape, etc.
- To make both teams visible use bibs, flags, etc.
- Use a ball (variable volume, size, weight) or other object to throw at opponents
- Use a whistle or flag, to start and stop the game
- Use a paper or fabric to create targets on players' wheelchairs.
- Try using cards, uniforms or distinctive signs to identify people as prisoners or attackers (prisoner's beret, "prison" card to be placed in pocket and surrender when being released, etc.).

Best game plan

- Player of Team (A)
- Player of Team (B)








Game fundamentals


Take the entire opposing team prisoner by hitting its members with a ball, while avoiding being hit by opponents.


Skills to be developed

- + Dodging an object, maintaining one's balance
- + Aiming at a moving target
- + Analysing and anticipating trajectories (reading the game)
- + Reacting quickly (catching and throwing the ball again to attack)
- + Protecting oneself, taking risks.
- + Understanding instructions, cooperating (with prisoners).

Ideas for adaptations to make the game accessible to everyone

-  Mark areas with bright or contrasting colours and a rope or mats. Ask players where they wish to be, designate individual zones if necessary. Playing in pairs is possible, for players with visual impairment: two players are joined at the wrist by a short cord. The seeing person can comment on the game and give instructions for dodging and throwing at someone. Alternatively, the seeing person can stand on the opponents' side, stand behind a player and clap hands to tell the other player where to throw, or bells can be given to players, etc.
-  Ensure that all players receive all information during the game. Use signs or images to inform them of release or imprisonment of a player or of themselves.
-  Give the option of aiming at opponents' feet, or designating only one crutch as part of a player's body - the other is neutral and (if hit, does not count as out).
-  Adapt the ball to the player's potential. Since the wheelchair has a larger surface area than a standing person, place a target (flag, coloured paper, balloon, etc.) on the wheelchair while ensuring that the chair will not be damaged.
-  The rule disqualifying throws that hit the ground can be eliminated. Theatre-style arrangements can encourage greater player involvement (e.g. distinctive sign for prisoners/attackers, decorating the prison to make it more readily identifiable, etc.).





Points to watch

- **Avoid collisions between opponents:** -> Make everyone aware of the importance of slowing down and anticipating.
- **For players with a visual impairment:** -> Ensure that they do not injure themselves on equipment: follow them without necessarily touching them.
- **Fighting for an object:** -> Appoint sufficient referees to limit cheating, disputes.

Educational situations

•Workshops on counter-attack skills / reaction speed "Burning Balls"

Two teams face each other from their respective areas, separated by a line. At the start each team has the same number of balls (at least twice the number of players). On the starting signal, players start throwing all their balls into their opponents' court. Both teams have to throw as many balls as possible back at the opponents. At the end of the allowed time, the team with the fewest balls in its court wins.

•Promote success and participation over elimination of other players

To get out of prison, people can also take on a challenge: they can choose a challenge, or be given a individual challenge, e.g. make four shots on target to return to their side, climb an exercise rack, reach the top of a ramp, etc. This also supports development of other skills.

Other skills to work on

- Dodging, jumping, balancing on one leg or crutch, pivoting quickly
- Analysing/anticipating trajectories
- Aiming at a moving target
- Engaging (protecting oneself, attacking someone, etc.)

Ideas for games to work on these skills

Personal Notes





Traditional Tunisian games

Project experience in Tunisia in inclusive sport and leisure identified a number of traditional games popular with children and youth, which could be adapted to enable children and youth with disabilities to take part. They are included in this section because they may be transferable to other cultures, perhaps with additional modifications. Alternatively, APA professionals can research traditional games in their own countries, and find ways of adapting them for children and youth with disabilities.



ACTIVITY: TUG OF WAR

Set-up

Starting the game

Choose teams of equal strength and appoint a captain for each.

Setting up

Two teams (A) and (B), stand facing each other in a single line. In the middle of the line a small perpendicular line (centre line) is drawn with chalk (or sand or water), plus 2 starting lines equal distance on either side of the centre line for where each player's 1st player is to stand. A rope is laid out alongside where participants are standing on the ground. At the referee's first signal, each team takes the rope in their hands. On the second signal, the teams pull on the rope in opposite directions to pull the opposing team over their starting line.

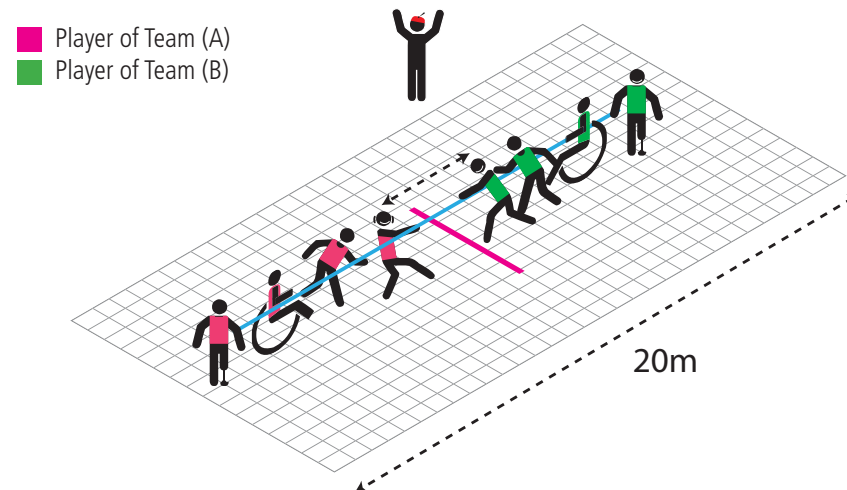
Rules (which can be changed)

- Team members stand one behind the other.
- The game ends when a team's lead member is pulled over the centre line. This team is declared the loser.
- The winning team receives an advantage (point, picture, favour, etc.)

Dominant physical action

Pulling strength with the hands, controlling stance with the legs, controlling body balance, controlling the rope.

Best game plan



Game fundamentals

Pull members of the opposing team over the centre line using a rope.

Skills to be developed

- + Body awareness, controlling stance, spatial orientation, perception of the rope and distance
- + Improved muscle strength in arms and legs and activation of the cardio-pulmonary and neuromuscular systems
- + Group strategy and collective tactics
- + Working in cooperation, mutual assistance and counter-measures, and communication

Participants	• Number: 4 against 4 or more
Material used	• Six-metre-long rope, chalk or sand to mark lines in the activity space.
Field	• 20 metres by 10 metres.
Length of game	• 15 minutes or more.
Structure of game	• Contest between by teams: physical interaction involving opposition and cooperation

Ideas for adaptations to make the game accessible to everyone

- It is best to work initially with a small distance and emphasise not letting go of the rope without reason. Help participants support players who fall down to avoid injury when they fall.
- Variation in the focus of the pulling action:
 - ✦ Pull while standing;
 - ✦ Pull while walking forward or backward;
 - ✦ Pull heavy or light objects, instead of an opposing team of people

Young people with a severe mental disability from the "SEned" educational and social centre in Sidi Thebet engage in a tug of war. (© photo Bouzid Ezzeddine November 2009).

Educational situations

Create simple learning situations to help people master holding the rope in their hands and taking a solid stance with their feet on the ground, to pull the rope toward them effectively. This is best done in pairs with a small rope, a hoop, flag or stick.



Points to watch

- Be alert to falls and injuries that may result from the rope if it is poorly positioned (too high or low, for example) -> ensure that the rope is properly held and will not burn anyone if suddenly jerked.
- Watch for rope burn.

Other skills to work on :

Ideas for games to work on these skills :

Personal Notes

ACTIVITY : BYOUT CHECH

Set-up

Organization

Dig a "Byout" hole for each participant large enough for the "chèch" ball to fit into. Each hole is numbered at random. A player from team (A) is randomly selected to be the first to throw, and stands at a line 3 to 5 metres away from the first hole. Players on the opposing team (B) stand around the "Byout" holes.

The first player on team (A) then throws the "chèch" ball into a hole. The owner of that hole from team B takes that ball and along with his or her teammates, chases the members of team (A) who must run away. The team (A) players must place their right hand in their own hole to be out of danger. If someone being chased is hit by the ball, a date pit or stone is placed in that person's hole.

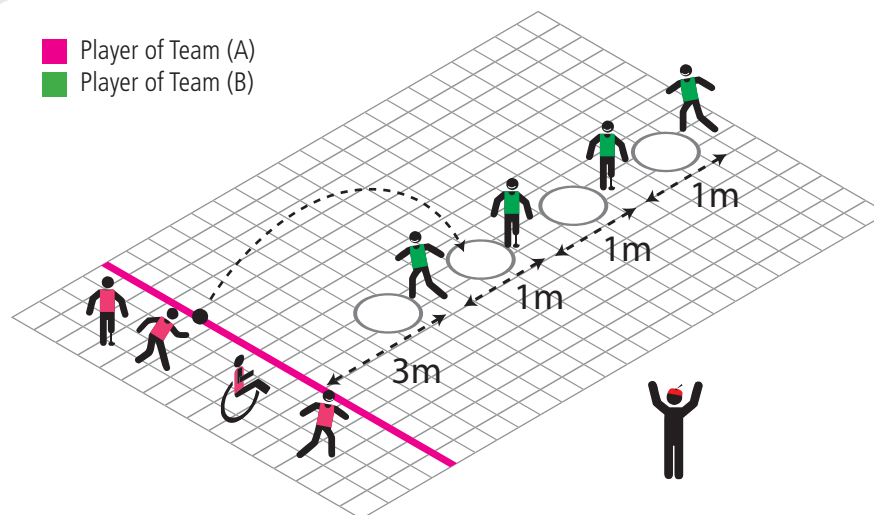
Rules (which can be changed)

- Any player with five stones must fill in his or her hole with sand and leave the game.
- The winning team is the one that eliminates the members of the opposing team as quickly as possible and scores two points.
- The teams switch roles after each set.
- The winning team is the one that wins the most sets.

The game ends when all players have played both sides of the game.

Participants	• Players: 4 against 4, or more teams of equal players
Material used	• Plastic or paper ball (Chèch), date pits, stones or other small objects
Field	• Four circles or more, depending on the number of participants, drawn on the ground, in a line one metre apart. The starting line is three metres away from circle no. 1.
Length of game	• 10 minutes or more
Structure of game	• Contest between teams: physical interaction of opposition and cooperation

Best game plan



Dominant physical action

Accurate throwing, making bluffing movements, and moving quickly.

Game fundamentals

Chase players on the opposing team with a ball launcher, in the shortest time possible.

Skills to be developed

- + Assessing space and distance, controlling the ball and the body.
- + Building muscle strength and speed.
- + Team strategy, bluffing, collective tactical strategy.
- + Team work: mutual assistance, cooperation and group integration.

Ideas for adaptations to make the game accessible to everyone

- The rules of play must be adapted to increase participants' motivation:
 - ✦ Increase the size of the holes or circles, shorten the distances between holes and the throw line, use balls appropriate to participants' abilities.
 - ✦ Identify holes with numbers, names or animal figures clearly visible for participants.
 - ✦ Have the chasing player wear a piece of clothing or a hat to distinguish him or her from the other participants.
 - ✦ Give each player small objects of the same colour that are personalized by/for each player.

Educational situations

Other skills to work on

Ideas for games to work on these skills



Points to watch

- The ball may not be thrown at sensitive parts of the body (face, genitals, stomach, etc.).



Personal Notes

ACTIVITY : EL OKFA

Set-up

Start of game

Random draw to form two mixed teams with an equal number of players

Organization

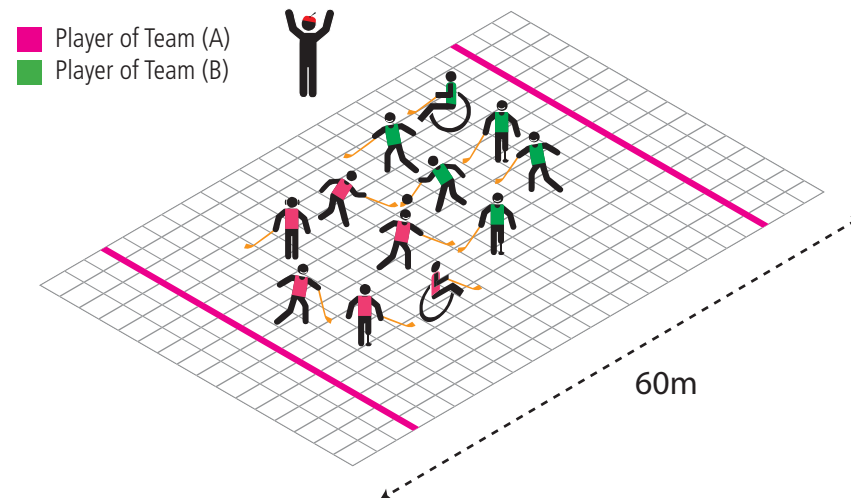
Two teams (A) and (B) are formed and the ball is placed in the middle of the field. Each team captain tries to send the ball over the other team's end line using the stick.

Rules (which can be changed)

- The ball is moved on the ground.
- The ball cannot be touched with the hands or kicked with the feet.
- Fouls incur a penalty of a free shot taken three steps away from the opposing team.
- If the ball crosses the side line (touch line), it is also returned to play by a free shot for the opposing team from where the ball went out of bounds.
- The winning team gains three points.
- The losing team gains one point.
- In a tie, each team gains two points.



Best game plan



Dominant physical action

Running in different directions holding a device, hitting a ball with a stick, aiming for a target

Game fundamentals

Using a stick to shoot the ball over the opposing team's end line

Skills to be developed

- + Perception of space, ball speed, handling the stick and body perception.
- + Building general dynamic strength, improving running/moving speed, endurance, activating the cardio-pulmonary system.
- + Team strategy, tactics, and making bluffing movements.
- + Cooperation: mutual assistance, counter-measures, cooperative interaction, integration into the group, and compliance with the rules.

Participants	• Players: Two teams (5 on 5) or more.
Material used	• A ball made of fabric, rope or paper. A wooden stick: palm frond for each player.
Field	• Rectangular (60 metres by 30 metres).
Length of game	• 10 minutes x 2 periods, or more/less.
Structure of game	• Contest between teams: physical interaction of opposition and cooperation

Ideas for adaptations to make the game accessible to everyone


- Avoid confrontations and reduce the risk of accidents with sticks.
 - ✦ It is best to use small sticks (60 to 80 cm) as well as an audible ball (i.e. with bell inside).
 - ✦ For players with a physical impairment, use a deflated, lighter or larger ball. The mobility of participants without an impairment can be increased by using an inflated ball, or the play space can be reduced, based on the number of players.
 - ✦ It is advisable to increase the stick's contact surface with the ball to facilitate handling of the ball and build the young people's self-confidence.
 - ✦ The end line should be marked by highly visible markers.

Educational situations

Create learning situations to improve ball handling, stick control and direction of shots toward the end line.



Young people with a moderate mental impairment from the Sidi Thebet educational farm learn how to handle the ball with a stick made from a palm frond. (© photo Ezzeddine Bouzid, November 2009)




Points to watch

- Pay attention to players' stick handling -> Sticks may not be raised above hip level.

Other skills to work on :

Ideas for games to work on these parameters:



Personal Notes

ACTIVITÉ : THE SNAKE'S TAIL

Set-up

Organization

Form four teams (A, B, C and D). Each team lines up like a snake's tail. The player at the front is the snake's head, and the last player is the tail. On the referee's signal, all the snakes move around within the circle and the head of each snake tries to pull the tail of another snake.

Rules (which can be changed)

- This winning snake (team) is the one that keeps its own tail but pulls off the tails of the other snakes.

The game ends when one team has captured all the tails.

Young people from the Sidi Thebet educational farm and educators discuss the rules used in the snake game (Photo: Ezzeddine Bouzid, November 2009).

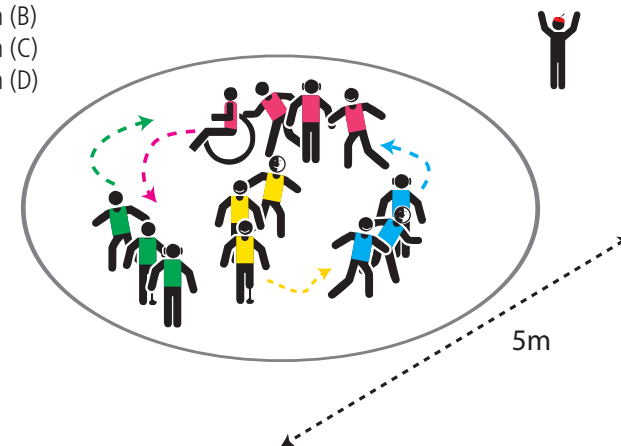


Dominant physical action

Running in a group, changing direction, holding on to others by the hands

Best game plan

- Player of Team (A)
- Player of Team (B)
- Player of Team (C)
- Player of Team (D)



Game fundamentals

Moving quickly while keeping the snake's tail intact.

Skills to be developed

- + Assessing space, laterality, controlling stance and bodily perception
- + Faster movement and reaction
- + Bluffing movements, individual strategy and group tactics
- + Mutual assistance and counter-measures, communication, cooperative interaction, group cohesion

Participants	• Players: 12 (4 teams of 3 players) or more
Material used	• Flags of various colours
Field	• Circle with a radius of 5 metres
Length of game	• 15 minutes or more.
Structure of game	• "One against everyone", cooperation/opposition

Ideas for adaptations to make the game accessible to everyone

- ✦ This game is a lot of fun and everyone can play. To promote collective work, it is best to introduce a few adaptations to help participants play based on their abilities:
 - ✦ Start off with participants working in pairs: a hunter and a person to carry the tail behind him or her;
 - ✦ Use tails of various lengths and different colours;
 - ✦ Reduce the length of tails based on the level of learning and understanding.

Young people from the Sidi Thebet educational farm playing the snake game
(© photo Ezzeddine Bouzid, November 2009)

Educational situations

- ✦ Increase the number of players representing the snake as body skills and ability to move as a group improve, without breaking the connection between the parts of the snake.
- ✦ Change roles and partners during learning situations.
- ✦ If the educator notices an improvement in collective movements among members of the group, he or she can move on to the next game, **"THE SHEPHERD, THE FLOCK AND THE HUNTERS."**



Points to watch

- Watch for shoving during body contact between teams when seizing the snake's tail.
- Avoid pulling on clothes - help participants to make contact using a simple touch of the body.

Other skills to work on:

Ideas for games to work on these skills:

Personal Notes

ACTIVITY: THE SHEPHERD, THE FLOCK AND THE HUNTERS

Set-up

Start of game

Random draw to determine playing order and roles of teams.

Organization

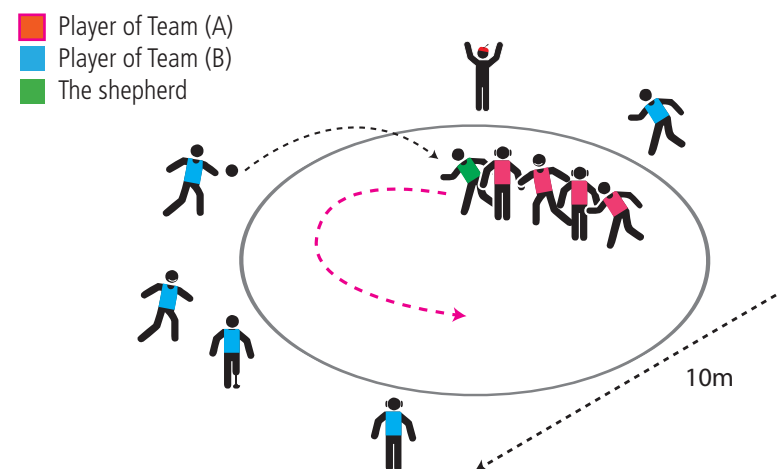
There are two teams: (A) and (B). Team (A) acts as the "Flock" and stands inside the circle, lined up single file with one player in front who is called the "Shepherd." Team (B) spreads out around the circumference of the circle and has a ball. At the referee's signal, the members of team (B) try to hunt the "Flock" (A), by throwing a ball at the bodies of the players of Team A. The player at the head of the flock, the "Shepherd", must protect the Flock by intercepting throws of the ball.

Rules (which can be changed)

- A player in the "Flock" who is hit immediately leaves the game, except the "Shepherd."
- The Hunters team must eliminate players from the "Flock" as quickly as possible, to win.
- Teams change roles when all the "Flock" on team (A) have been eliminated.

The game ends when both teams have played the two main roles in the game.

Best game plan



Dominant physical action

Accurate throwing, dodging, lateral movement, change of direction, body contact

Game fundamentals

Hunt all players in the Flock using throws, in a limited amount of time.


Skills to be developed


- + Assessment of space, speed of movement, ball control.
- + Greater throwing strength, greater muscle strength and activation of cardio-pulmonary system
- + Team tactical strategy, individual and collective intelligence, decision making
- + Cooperation, cooperative interaction, communication, support

Participants	• Players: Two teams (6 on 6).
Material used	• Handball made of plastic or other material
Field	• Circle drawn on the ground with a radius of 10 metres
Length of game	• 15 minutes or more
Structure of game	• Contest between teams: physical interaction of opposition and cooperation

Ideas for adaptations to make the game accessible to everyone

- ✦ Following game no. 11 above, we suggest the following adaptations.
 - ✦ Players are not eliminated when hit by the ball, so that they can take part in the game for the full duration. Instead, the number of hits for each team can be tallied and the results compared.
 - ✦ Help less skilled players to throw the ball with two hands, and make a rule that more skilled players must throw with one hand.
 - ✦ Use deflated balls for players with a physical impairment.
 - ✦ To maintain the link among players in the Flock, loops on the player's belt may be used as a means of communication.
 - ✦ Make the circle line on the ground highly visible with white or bright yellow chalk.
 - ✦ Use balls of various sizes that are easy to handle.



 **Points to watch**

- **Forbid hard hits to sensitive areas of the body: genitals, face and stomach.**

Educational situations

Other skills to work on :

Ideas for games to work on these skills:

Personal Notes

ACTIVITY : "GRECH" WRESTLING

Set-up

Start of game

Moving around a circle to the rhythm of traditional music, and the first to throw sand into the centre of the circle takes a hold.

Organization

Two wrestlers (A) and (B) walk around the circle. One takes a hold (one hand on the opponent's thigh and the other on the belt).

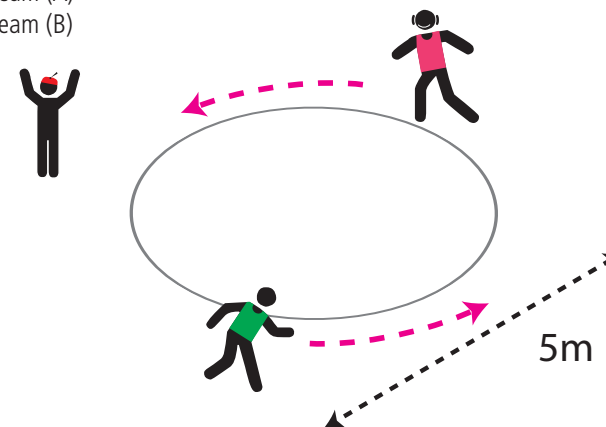
Each wrestler tries to make the other fall to the ground on his or her back.

Rules (which can be changed)

- Salute the opponent before and after the competition.
- The combatants move around the perimeter of the circle.
- Letting go of the opponent's belt or crossing into the circle is strictly prohibited.
- Any foul committed will be called by the referee.
- The game consists of three rounds.
- A combatant who drops his or her opponent two of the three times wins.
- The wrestler who wins two rounds is declared the winner.

Best game plan

- Player of Team (A)
- Player of Team (B)



Dominant physical action

Pull and push, grab with the hands, snag the feet, cause to fall.

Game fundamentals

Cause the opponent to fall to the ground on his or her back, without letting go of the belt.

Skills to be developed

- + Space perception, controlling stance, reaction speed, perception of body image
- + Greater general muscle strength, endurance and activation of the cardio-pulmonary system
- + Individual strategy, tactics
- + Limiting aggression, complying with the rules, and integrating into the group

Participants	• Players: 1 on 1.
Material used	• Traditional clothing with a leather belt • Traditional music (TABLA and ZOKRA)
Field	• Circular (6 metres in diameter)
Length of game	• 3 rounds (almost 15 minutes)
Structure of game	• Contest by individuals: physical interaction with opponent

Ideas for adaptations to make the game accessible to everyone

➤ This wrestling game is very well known in the Mahdia region of Tunisia. It is very easy for boys and girls to learn. During the game, wrestlers with different types of disabilities express themselves through their body (rather than through kinesthetic sensation). Adaptations include the following.

- ✦ To encourage body contact and drops to the ground by participants, begin with free wrestling situations on the ground (seated position) or create wrestling learning situations using objects: sticks, hoops, ropes, balls, etc.
- ✦ Distinguish wrestlers with bibs of different colours.
- ✦ Emphasize cooperation for opposition (fair play over antagonism).
- ✦ Place traditional rugs or gymnastic mats, then outline the circle with chalk or tape.
- ✦ Reduce the length or number of rounds depending on how quickly participants become tired.

Educational situations



Deaf children and young people with a mental disability at the special intake centre in the EI ALIA Engage in GRECH wrestling as classmates watch, with the help and supervision of educator Marwen Chaib. (© photo Ezzeddine Bouzid, May 2009).



Points to watch

- **Pay attention to players' movements and holds** -> no holds around the neck, for example.
- **Pay attention to the intensity of combat** -> it may be emotionally difficult for the individual to manage a safe level (fear, bouts of aggression, etc.)
- **Be careful to match players with the same level of physical development.**

Other skills to work on :

Ideas for games to work on these skills:



Personal Notes

ACTIVITY : BARRIMA

Set-up

Start of game

Set up equipment and choose teams.

Organization

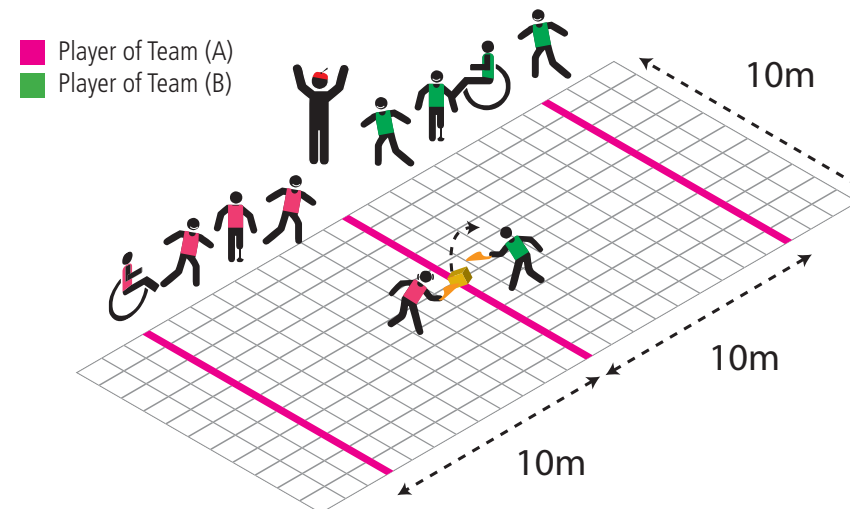
A wooden object called a "Barrima", is placed at the centre of the playing area. At the referee's signal, the first player on team (A) and the first player on team (B) face each other in the centre of the course. Each is trying to move the "Barrima" to the opposing team's end line, using an object called a "shoe" used by hand.

Rules (which can be changed)

- The team with the most victories wins and scores two points.
- The losing team scores no points.
- In a tie, each team scores one point.

The game continues until all players on both teams have played.

Best game plan



Dominant physical action

Target moving an object, change directions, reaction speed.

Game fundamentals

Each player uses an object held in their hand to try to move a piece of wood, the "Barrima", over the opponent's end line.

Skills to be developed

- + Perceiving and assessing distances and trajectories of the moving object and the opponent
- + Positioning in space, concepts of laterality
- + Coordinating the hitting of a moving object with another object held in the hand
- + Building leg strength, speed of movement, general dynamic coordination and activating the cardio-pulmonary system
- + Individual intelligence and responsibility
- + Interacting in opposition and group spirit

Participants	• Players: Two teams (5 on 5)
Material used	• A pair of shoes and a circular piece of wood 3 cm thick and 5 cm in diameter, the "Barrima"
Field	• Rectangular, 20 m by 10 m
Length of game	• 15 minutes or more
Structure of game	• Contest by individuals: physical interaction in opposition

Ideas for adaptations to make the game accessible to everyone

- When players are learning the game, keep distances short. Increase the distance as participants' understanding of the game improves.
- Children should not let go of the shoe. Require more skilled players to release the object before it touches the Barrima.
- Replace the Barrima with a small soft ball.
- Use highly visible markers for the children.
- Suggest that players use their other hand.
- Play with the children to make tasks easier.

Educational situations



Contest by individuals during play at the Sidi Thebet educational farm (© photo Ezzeddine Bouzid, November 2009).

Points to watch

- **Poor spatial orientation of the Barrima** -> it must be kept on the ground.

Other skills to work on :

Ideas for games to work on these skills:

Personal Notes

ACTIVITY : YA A'CHRA-JEK EL A'CHRINE

Set-up

Organization

This game is similar to 'Chase The Ball' (activity number 6)

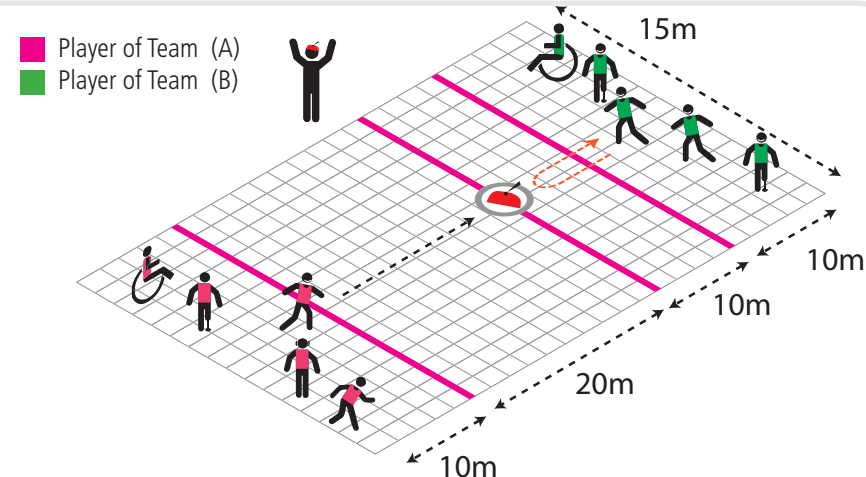
Team (A) stands in a wave 10 m away from a traditional hat called a "Chéchia". Team (B) faces them 20 m away from it. Each team gives each player a different number from 1 to 5. At the referee's signal (shouts out a number from 1 to 5) and the players with that number on teams (A) and those on team (B) run to grab the Chéchia and return to their group without being caught by the opponent.

Rules (which can be changed)

- If the player carrying the Chéchia is touched by the opponent, his or her team loses a point, but if not touched, wins a point.
- Switch roles between the teams after each set.

The game continues until all members of both teams have played.
The team with the most points after an agreed number of sets wins.

Best game plan



Dominant physical action

Reaction speed, speed of movement, changes in direction

Game fundamentals

Game between two opposing teams. In rotation, players grab the Chéchia and bring it back to one's team without being caught by the opponent. Each player tries to catch his/her opponent to prevent him or her from bringing the Chéchia back to his or her team.

Skills to be developed

- + Assessing distances, the object, the body's dynamic balance, and general dynamic coordination
- + Greater speed of movement, neuromuscular reinforcement, and cardio-pulmonary system development
- + Individual intelligence and responsibility
- + Group tactics, individual intelligence, changes of direction
- + Individual's role within the group and building team spirit

Participants	• Players: Two teams, 5 on 5 - or more
Material used	• "Chéchia" is a traditional red wool hat to cover the hair
Field	• Rectangular 50 metres by 30 metres.
Length of game	• 15 minutes or more
Structure of game	• Contest between teams: physical interaction of opposition and cooperation

Ideas for adaptations to make the game accessible to everyone

- Help players to choose a number for each participant and to respond to the facilitator's call.
- Call the number aloud or use large coloured numbers on highly visible plaques or on bibs worn by the players.
- Help the players react quickly after the starting signal (audio or visual).
- Help the players carry out their roles (carry the Chéchia: return home without being caught, the chaser).
- Reduce the size of the play area.
- Substitute for the Chéchia another object of a different shape and size
- Have more than one player move at the same time, i.e. call two or three numbers together.

Educational situations



Young people at the educational farm play with the help of APA interns.
(© photo Ezzeddine Bouzid)



Points to watch

- **Be alert for excessive aggression between players when taking the Chéchia or during the chase** -> The educator should foresee risks in advance and prevent dangerous physical contact

Other skills to work on :

Ideas for games to work on these skills:



Personal Notes

ACTIVITÉ : TANGUIS EL OUZRA

Set-up

Organization

An "Ouzra" is a type of bedspread and is 2.5 metres long. It is spread on the ground 10 metres from the starting line and participants must cross over it. Anyone who fails is eliminated. Teams (A) and (B) move in the following progression.

1. Players start their run from just 10 m away and jump across the "Ouzra" on only one leg.
2. The starting distance is reduced by one metre after attempts have been made by both teams, and players who fail leave the game.
3. For the last two metres, the starting distance is shortened by just 50 cm a round.

An Ouzra with an adapted length can be used, with the distance decreased progressively by 10 to 20 cm after each round

Players are free to choose the length of their starting distance.

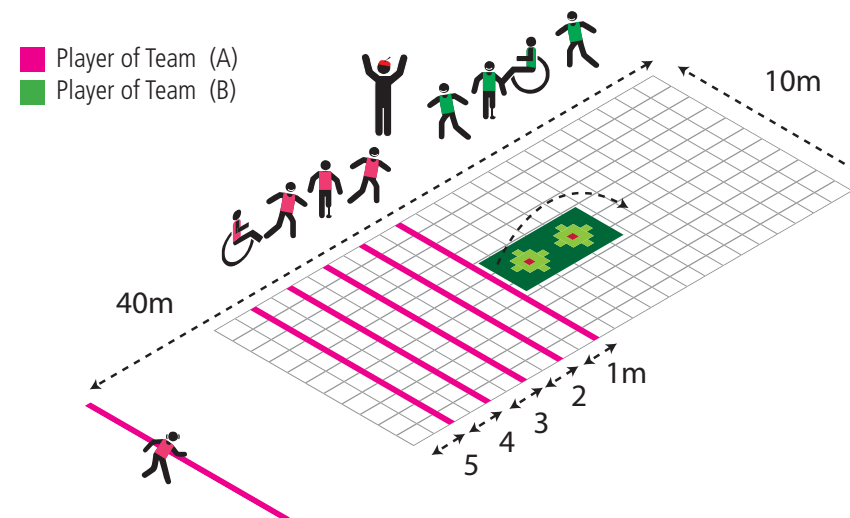
Rules (which can be changed)

- Count the number of players on each team who have successfully completed the game right to the finish.
- The team with the greatest number of successes scores 2 points.
- No points are awarded to the losing team.
- In a tie, each team scores 1 point.

The game ends when all members of both teams have played.

Participants	• Players: 8 participants. (4 against 4)
Material used	• "Ouzra" or a mat 2.5 m long or more and 1,5 m wide.
Field	• Rectangular, 40 m by 5 m with a line marked 10 m away from the starting line.
Length of game	• 15 minutes or more
Structure of game	• Individual activity - "everyone for himself/herself" with no physical interaction.

Best game plan



Dominant physical action

Long jumping: racing and vertical jumping.

Game fundamentals

Jumping far without touching the edges of "El Ouzra" or a mat; being chased by an opponent

Skills to be developed

- + Spatial perception, body balance in space, coordination, racing, leaping over a marker
- + Developing speed of movement, leg strength, jumping length and the cardio-pulmonary system.
- + Concentration and neuromuscular coordination
- + Individual work for the group and successful completion of a task.

Ideas for adaptations to make the game accessible to everyone

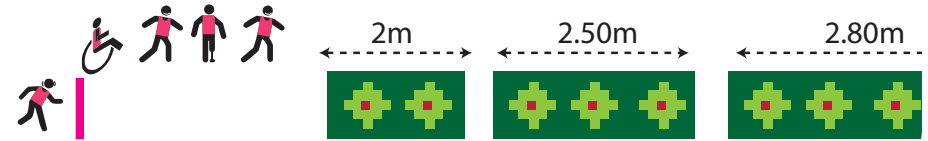
- Facilitate participants' jumping success by:
 - ✦ Reducing the length of the obstacle;
 - ✦ Increasing the length of the ouzra by small increments;
 - ✦ Allowing a running start;
 - ✦ Free leap (with both legs-harder, or just one);
 - ✦ Provide audible signals to let participants know to start their jump.

Boys and girls playing the game in front of spectators from their neighbourhood in Kebili, Bechni region
 (© photo Ezzeddine Bouzid, December 2006)

Young people from the SNED centre exploring the game, participating according to their perceptual and physical abilities
 (© photo Ezzeddine Bouzid, December 2009).

Educational situations

An Ouzra with an adapted length (e.g. folded in half) can be used and this distance can be progressively increased by 10 to 20 cm after each sequence by the entire group. Players are free to choose the length of their jump from the following options:



Points to watch

- Beware of pulled muscles and sprains -> Conduct a thorough warm-up of legs and joints first.
- Clear the ground of any obstacles in the participants' way.

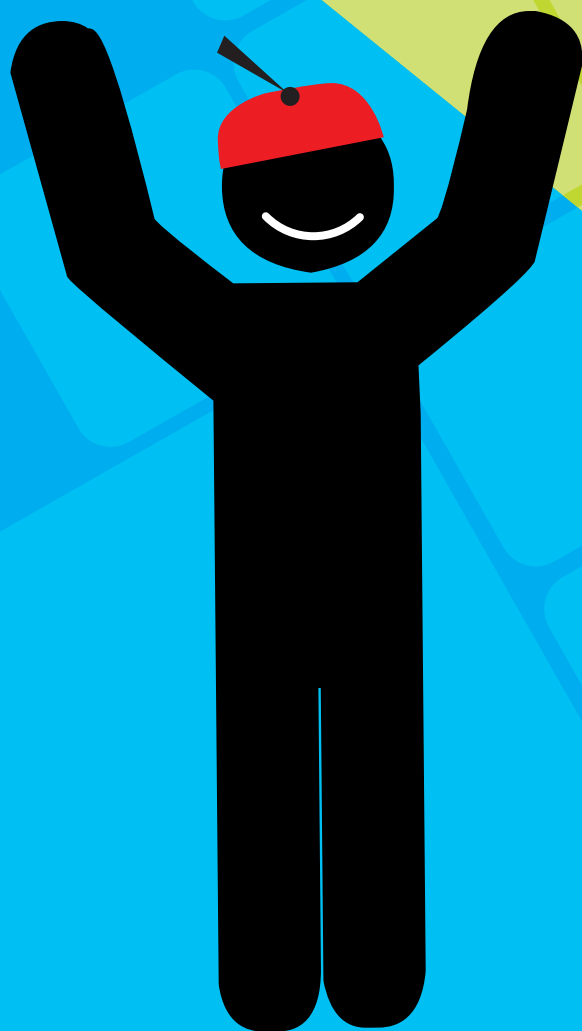
Other skills to work on :

Ideas for games to work on these skills :



Personal Notes

4TH DRAWER : THE SUPPORT BOX



- These pages have tables that can be photocopied and used by APA professionals
- The + → here are ideas for tools devised to help you think of the design and implementation of APA
- Notice → they are individualised



TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

**HANDICAP
INTERNATIONAL**

Design of Adapted Physical Activity

Characteristics of the individual

- Competencies and abilities : _____
- Desires and expectations _____

- Difficulties and barriers _____
- Personal objectives _____

Objectives of the session

- Objectives for the group _____

- Choices of skills to develop (determined with multidisciplinary team) _____

Posture/Human interaction

Adaptation

(increasing number of facilitators)

- Rules: _____
- Environment : _____
- Material : _____

Choice of support activities

- Games : _____
- PAS: _____

Designing learning situations

Situation 1:			
Workshop 1	Workshop 2	Workshop 3	
_____	_____	_____	
Situation 2:			
Workshop 1	Workshop 2	Workshop 3	
_____	_____	_____	

Expected results

Adjustments

Session preparation card

👉 **The + →** These are based on the cards developed by the Ministry of Youth, Sports and Physical Education in Tunisia and built on the essential aspects of adapted physical activity, such as the specific objectives for each participant, and ways to increase or decrease the difficulty of situations during the actual session (i.e. first aid kit to have “APA problem-free”)

The card also helps you to prepare your feedback session with the participants and assess the session

- It can help you to plan and organise the session in educational (individualised teaching, learning situations, etc.) and methodological (physical, time management, etc.) terms.

👉 **Remark →** The cards can be filled out when preparing your sessions and can be tailored over time to meet your needs.

Session preparation card

Date _____
 Time _____
 Cycle theme _____
 Session no. _____
 Expected number of participants _____
 Target audience (age, particular characteristics) _____
 Professional(s) present _____

	Name of game(s)	Time	Material
Welcome			
Introduction			
Situation 1			
Situation 2			
Situation 3			
Situation 4			
Cool down			

Purpose of the session

Rest break time(s) _____

Specific objective(s) for each participant in this activity

- _____
- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Objectives	Situation / game Set-up	Practical conditions	Aids	First aid kit "APA problem-free!" Adaptations	Points to watch
<p>SUMMARY</p> <hr/> <hr/> <hr/> <hr/>					

Objectives	Situation / game Set-up	Practical conditions	Aids	First aid kit "APA problem-free!" Adaptations	Points to watch
<p>SUMMARY</p> <hr/> <hr/> <hr/> <hr/>					

Feedback time

•What do I want to know from the players ? _____

•How do I ask them ? _____

→ Summary of feedback

Who spoke ? _____

What was said ? _____

What conclusions can be drawn ? _____

Important points to remember : _____

Things to improve, areas needing attention for the next session : _____

Assessment of the session

Participation (Did everyone participate? Each person's actual participation time?):

Progress (Extent to which goal was achieved? Is greater difficulty or simplicity required?):

Players' enjoyment and satisfaction (attitude- happy, aggressive, withdrawn; players' reactions to the professional, etc.):

Social and emotional mood of the group (individual behaviours to benefit the group, proposed strategies, mutual assistance, rivalries, behaviour, exclusion time, etc.):

Organization (management of physical and human resources, time management, etc.):

ACTIVITY

Set-up

What can be modified

RULES

ENVIRONMENT OR SPACE

COMMUNICATION METHODS


MATERIAL


Best game plan


Game fundamentals


Skills to be developed


Ideas for adaptations to make the game accessible to everyone Educational situations


 _____


 _____

 _____

 _____

 _____



 **Points to watch**

Other skills to work on :

 **Personal Notes**

Suggested personalised card involving the various professionals working with the person

Person's family and given name _____

Life habits (i.e. in the past and currently; living conditions)

Date of birth : / / Gender F / M

Legal guardian _____

Address _____

Tel _____

Nature of person's disability (detailed description)

Professional	Name: Position:	Name: Position:	Name: Position:	Name: Position:	Name: Position:	Name: Position:
Initial assessment						
Objectives of intervention						
Activities/methods						
Anticipated outcomes						

Joint activities to be conducted _____

**HANDICAP
INTERNATIONAL**



TUNISIAN FEDERATION OF SPORT
FOR PERSONS WITH DISABILITIES

**SPORT AND DISABILITY, FOR BETTER
INCLUSION OF PERSONS WITH DISABILITIES IN TUNISIA
2008-2011**