



Checklist #1: Physical Education

This Checklist is aimed at giving you some practical ideas about providing quality physical education experiences for young people with disability in a regular school and physical education setting. These ideas are often good ideas for all young people but have particular importance for some young people with disability. Hopefully they are useful for you and stimulate more ideas so that you can add your own. It's a starting point.

There is no 'order' to this Checklist and you may have to adapt further for the specific needs of the young people you are dealing with.

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If young people have difficulty throwing or sending a ball by hand try using a chute, plastic tube or a piece of folded board. This can be balanced against the knees.

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There are many ways to adapt tees for striking and kicking type activities. Instead of using a regular ball that is thrown or pitched, try a softer foam ball either rolled or balanced on top of a small plastic tube or even a paper towel roll. You can use a marker cone and balance a ball on top for kicking.

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You can easily attach a string or a length of nylon cord to an airflow ball (a ball with holes in). This helps young people retrieve a ball after it has been hit.

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Balls with bells in (or a balloon contained bells or some other small objects) are good for young people to help them track the whereabouts of balls. Clearly, this is useful for young people with vision impairment but it is also useful for young people that have spatial or perceptual difficulties. You can wrap a balloon in other material to give more weight and context.



It's always a good idea to have a wide selection of balls available for any type of activity. Foam balls will slow activities down, as will partially deflated balls. Beach balls can be used for catching and striking type activities such as volleyball. You can always change the type of ball being used to fit with the person using the ball



There are ways to control a moving ball, for example, you can erect sides to a table tennis table. For many types of sending and kicking activities you can make ways to deliberately assist with the direction of a ball. Turn benches, or even tables, or their sides on the edge of activity areas to stop balls going too far.

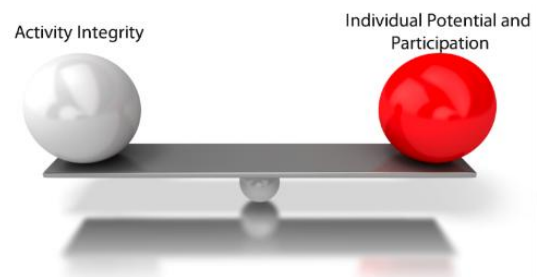


There is more than one way to hold a bat or racket. Some young people have difficulty holding onto a regular bat or racket. Think about the grip being used, the size of the handle, the material the bat or racket is made of (is there a lighter version). You can even use a Velcro mitt or makeshift glove to help retain a firm grip.



Some young people use sign supported communication tools, such as *Boardmaker* or *Compic*. These can easily be created for physical education. Take a look at the symbols and signs currently being used by your students in other areas of the school and think how these can relate to your physical education classes. Sometimes this is as simple as a symbol/picture of a basketball or football.

Remember, when adapting any type of activity in a group situation that what you adapt should not adversely affect the integrity of the activity for the whole group – this is the *inclusion balancing act*.



Contact: There are many more resources and tools coming at The Inclusion Club – please come and visit us at <http://theinclusionclub.com>