

CORNERSTONE 2018 RESOURCE

Spirit of the Game: Making Sports and Active Moments Accessible and Inclusive

Elective 1

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SUMMARY:	Camp is full of sports, active programs, and other camp activities that may involve barriers to participation for campers and staff with disabilities. In this session we will model and design sports and activities in a way that is inclusive to all members of our communities. - <i>Submitted by Mara Berde and Ariella Rosen</i>
TOPIC(S):	Inclusion & Disability, Sports & Games
LEARNING OBJECTIVE:	You will be able to recognize programs and moments within camp that might be challenging for different participants. You will learn how to modify existing programs and create new programs that are more inclusive and accessible.
AUDIENCE:	Camp counselors or leadership staff; up to 40 participants. (Elements of this program can be modified for teens or younger learners.)
TIMING:	90 minutes
APPENDICES:	Guidelines for Design
MATERIALS NEEDED:	<ul style="list-style-type: none"> ● Miscellaneous items that can be thrown a target on the ground [e.g. basketball, frisbee, koosh ball, hat, shoe, beach ball, bunch of pipe cleaners, paper airplane] ● Chalk or string depending on surface (string for grass; chalk for outdoor court) ● Flipchart paper and markers ● Pinnies ● Frisbees (4) ● Balls (6 gator balls, 6" size) ● Disc cones ● Poster Board ● Rainbow flag

SET-UP DETAILS:

Soccer field or large, flat surface (grass, sport court, gym)

- Write prompts & behaviors on poster board
- Write ultimate frisbee rules on poster board
- Set up ultimate frisbee fields (2 mini fields instead of one large field, depending on size of group)

SESSION TIMELINE & OUTLINE:

00:00 - 00:15 - Hit the Target & Discussion (15 min)

00:15 - 00:25 - Universal Design (10 min)

00:25 - 00:55 - Ultimate / Inclusion in Action (30 min)

00:55 - 01:25 - Planning for Camp (30 min)

01:25 - 01:30 - Debrief and Wrap Up (5 min)

Intro Activity: Hit the Target

Place a hula hoop on the ground and designate it as a target. (Depending on surface, you can use chalk, string, cones, and any other material that can mark a target.) Have additional materials available for making new targets (more on that below).

Hand each participant an object at random. (Objects will include: basketball, frisbee, koosh ball, piece of paper, hat, paper airplane, stick, sneaker, football, beach ball, bundle of pipe cleaners, any other objects available.)

Ask participants to take 10 steps back from the target and try to hit it with the object they are holding. Note which objects hit the target.

Ask participants to take 3 steps forward, and turn around and face away from the target. Without looking, try to hit the target once again. Note which objects hit the target.

Ask participants to take 3 steps away from the target and once again try to hit the target with their backs to it. Ask them to remain facing away until they are invited to turn back around. While participants aren't looking, draw targets around the objects, no matter where they land. (It may be that the object that land in the targets that are drawn later are actually closer to the bullseye than those that land in the original target.)

Bring the group back together for a brief discussion.

Discussion questions and conversation guide:

- What skills or abilities had an advantage in this activity? Who had an advantage? Who had a disadvantage?
- Who won? How do you know? What did it mean to be successful in this game?
- Was this game fair? Explain.

- What was challenging about this? What elements might make a participant feel excluded?
 - What changes might you make to prevent that exclusion? (Don't spend too long on this question- there will be an opportunity to go deeper shortly.)
 - Acknowledge that this is a variation on a well-known activity designed to illustrate privilege. [See more here](#). Along with race, class, religion, gender identity, etc. disability is a marginalized identity, and people with disabilities navigate a world designed for and by able-bodied people.
- Is it possible to design this activity in a way that would meet EVERYONE'S needs? Why or why not?

Introduce text on flipchart paper:

Zecharia 4:6 (Haftarah for Chanukah and for the Torah portion Beha'alotcha)

וַיֹּאמֶר אֵלַי לְאֹמֶר זֶה דְבַר־ה' אֶל־זְרֻבָבֶל לֵאמֹר לֹא בְחֵיל וְלֹא בְכֹחַ כִּי אִם־בְּרוּחֵי אֱמֶר ה' צְבָאוֹת

Then he explained to me as follows: "This is the word of the LORD to Zerubbabel: **Not by might, nor by power, but by My RUACH**—said the LORD of Hosts.

[Transliteration of the bold words: *Lo v'chayil v'lo v'choach ki im b'ruchl*]

- What do you think these words mean (focusing on the bold words)? What is the main message of this text?
- What is ruach? How do we define it? (wind, energy, spirit, etc.)
- Was physical might useful in this last activity? Why or why not?
- What was the most important skill for succeeding?
- How was ruach a part of this game?
- Explain: many sports require skill, strength for success, but as we start to notice who is excluded when we focus on traditional definitions of success, ruach becomes the most essential ingredient.

Introduce Universal Design:

Explain: Universal Design is a concept used by designers from architects to teachers based on the following idea: if we create an environment or experience that meets a variety of needs, then EVERYONE will benefit. [Sort of the "ruach" of the world of design.]

What are some examples of programs or spaces you've experienced that seem to reflect universal design? (Some examples may include: "Great Race" relays with many options for how to participate, wide automatic sliding doors, easy-to-recognize app icons on your phone, camp performances that focus on music over dialogue, etc.)

What would a program at camp look like if you involved campers in the planning who...

- get distracted easy
- have difficulty listening to directions
- has low muscle tone
- has trouble with surprises/changes in schedule
- is really strict about following rules
- walks with crutches
- doesn't speak English well

- is scared of loud noises
- prefers no physical contact

Essential question: If you were to involve someone who... [insert behavior from the list above written on flipchart paper] in the design of the “hit the target” activity, what would it look like?

Give 2-3 examples from the list and as a group brainstorm solutions.

Important to acknowledge the following:

- The answer to the question above might be: I don't know. That's why it's important not just to imagine different perspectives (and make assumptions), but to actually make space for and listen to these perspectives.
- The list above contains behaviors, not diagnoses (autism, down syndrome, cerebral palsy, etc.) so that we are able to think more expansively both about each individual (who is a full person and not just defined by their diagnosis if they have one) and program design.

Ultimate / Inclusion in Action (30-35 min)

Round 1: Ultimate Frisbee

Gather group on the field and briefly explain that we'll be playing a series of mini games to experience inclusion (or exclusion) in action. The first game will be Ultimate Frisbee.

Explain the rules verbally, count off 1-2-1-2 to divide into teams. Distribute pinnies so that teams can be distinguished. Set timer for 6 minutes and have group start playing. (Adjust time as necessary, but this is only the first of 3 rounds, so it should not exceed 6-7 minutes.)

Blow whistle, bring group together into huddle, and discuss:

- Thinking back to the Hit the Target activity and earlier conversations about Universal Design, what was challenging or inaccessible about this game?
- How was it for you personally?
- How was it for a camper who [insert behavior from the list above]?
- Break down the various elements to illustrate points of what we can make more inclusive:
 - *Giving instructions* - verbal only, assumed a level of knowledge of the game. Too often at camp do we expect that everyone knows how to play and is able to play. Show poster board with written rules, including diagram of the field. (This is something that camps only have to make once and can be used multiple times during the summer. Rules can be painted on wood and posted near fields or courts.)
 - *Breaking up into teams* - just counted off 1-2-1-2. This is at least better than having captains pick teams, but there are many more creative ways to choose teams. [Have the group get into a line by birthday, or alphabetically, and then count off. Use words to count off instead of numbers.]
 - *Game play* - field too large or too small? Frisbees hard to catch & throw, especially if you've never done it before.

Round 2: Ultimate Ball

For the second mini game, show poster of rules again. Instead of a frisbee, use a 6" gator ball instead. If needed, re-divide into teams using a more creative method.

Play another round of the game for about 6-7 minutes.

At the end of Round 2, wave flag (instead of blowing whistle) to bring group back together. Discuss:

- How was round 2 (Ultimate ball) different than round 1 (Ultimate Frisbee)? Did it feel more inclusive and accessible? Why or why not? What can we modify to further meet the needs of participants? [Note that here we are modifying an existing activity based on problems we noticed, as opposed to designing an activity based on anticipated problems.]
- Did you notice that instead of using a whistle, we waved flags to bring everyone together? This is another visual cue that can be used instead of a whistle, which is very high-pitched and sometimes hard to hear. (On Saturdays at a certain set of soccer fields in San Francisco, the teams aren't allowed to use whistles because of the neighbors so they use flags instead.)

Have group brainstorm a few additional modifications that can be made in Round 3. Decide which rules to add and play a third round for 6-8 minutes.

At the end of Round 3, gather the group and discuss:

- How was round 3 compared to rounds 1 and 2? Was it more inclusive and accessible? Why or why not?
- Who won this game? How did we define success in this game?
- How did ruach differ from round to round? Where did you experience ruach best? [Note that ultimate frisbee is known for its strict adherence to [Spirit of the Game](#).]
- Essential question: how can we make it fun and appropriately challenging for everyone involved?
- Did you notice that there's often a lot of physical contact in sports? Not only incidental during the game, but also high fives and huddles. Can we brainstorm some alternatives to these that are non-contact?

Camp Programs / Small Group Work (30 min)

Camp is an active place, not just during times designated for playing sports.

Sports are part of camp, and now that we've gone through the previous exercises we're going to switch gears and talk about camp programs -- evening programs, cabin activities, all-camp programs or events like Maccabiah (Color War), talent shows, etc.

Break participants into small groups (4-5 people) based on what type of program they'd like to focus on.

Ask each group to focus on the following guiding questions (also on handout):

- What is “success” or “winning” in this program/activity? What skills are required?
- Who is included and who is excluded in that definition of success?
- What changes would you make to redefine success and to meet as many wants and needs as possible?
- What do you feel you cannot change? Why?
- If you were at camp right now, who would you involve in this conversation?
- What does it look like to infuse this program/activity with more ruach?
- If possible, try it out! Play/do/model your program/activity

After 15 minutes of group work time, bring the groups back together to share with the larger group. Each group should present their program, giving a brief overview of what they discussed and their ideas and/or 1-2 minute modeling for making this program more inclusive and accessible.

Debrief & Wrap-Up (10 min)

If previous activities takes longer, some of this time will be taken up, but the idea here is to give participants an opportunity to share, ask questions, revisit ruach/spirit of the game, discuss anything that we put in the “parking lot”, and share ideas with how they’re going to bring it back to camp. This can be done in a large group, or if there’s time, give people individual time for journaling and then close the program as a group.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

This same structure could be used to assess all kinds of camp activities, both sport and non-sport alike. This could also be used as an activity with campers to enable them to contribute their ideas to camp programming.