

Sports for All

Elective 1

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SUMMARY:	In this session we will: uncover the barriers to sports at camp and begin to reimagine how sports at camp can be more inclusive to all campers and staff, regardless of age, size, or skill level. (This elective is not intended for Fellows in the Sports specialty track.)
ABC GOALS:	<p>Affective: Participants will feel...</p> <ul style="list-style-type: none"> Excited about the opportunity to make sports more inclusive Prepared to make sports more inclusive at camp <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> Recognize sports and programs in camp that might not be inclusive or in the spirit of “community” at camp Modify sports and games at camp to make them more inclusive <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> That camp games and sports are sometimes not-inclusive and not fun to all campers How to modify sports and programs in camp to make them more inclusive and accessible and fun
AUDIENCE:	This session is meant for counselors, either general counselors or specialists who might be leading sports activities
TIMING:	60 minutes
APPENDICES:	None
MATERIALS NEEDED:	Hula hoops, miscellaneous balls, cones, ultimate frisbees, dodgeballs, pinnies (mesh sports jerseys), poster boards
SET-UP DETAILS:	Create poster with rules of ultimate frisbee. Create poster with Sports System Domain. Set up cones to mark 2 mini “fields” for game. Location should be an outdoor space like a sports court. Could also do this indoors if it was a gym or a large empty room.

- 00:00 - 00:10 – Intro and Hit the Target
- 00:10 - 00:40 – Ultimate and Inclusion in Action
- 00:40 – 01:00 – Debrief and Planning for Camp

SESSION OUTLINE:

Intro Activity: Hit the Target (10 min)

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

Invite a few participants forward and hand each of them a ball.

1. Stagger participants so each is a different distance from the hoop, and facing a different direction. Ask them to throw the ball into the target.
2. Ask participants to turn around and face away from the target. Without looking, try to hit the target once again.
3. One final time, ask participants to try to hit the target while facing away. While they aren't looking, draw/place new targets around the objects, no matter where they land.

Ask for a few observations:

- Who had an advantage? Who had a disadvantage?
- What did it mean to be successful in this game? Was it fair?

(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.)

Ask everyone to think of a time they were not able to operate at their best in an activity- it can be a sport, but doesn't have to be. What happened? How did it feel? What was done to make it better/what do you wish had been done to make it better? Use this moment as fuel for the rest of our conversations today.

Ultimate / Inclusion in Action (35 min)

Round 1: Ultimate Frisbee

Gather group on the court 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 "box" style of Ultimate Frisbee (scoring happens in the center box, rather than the end zones.)

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 7 minutes and have group start playing. (Adjust time as necessary, but this is only the first of 3 rounds, so it should not exceed 7 minutes.)

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

- Thinking back to your own experience of not being able to participate at your best: what was challenging or inaccessible about this game for you or for someone else?
- 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

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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/court 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 instead of describing verbally. Instead of a frisbee, use a 6" gator ball instead. If needed, re-divide into teams using a more intentional or creative method. Play another round of the game for 5 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? [Also note the difference between modifying an existing activity vs. proactively designing an activity based on anticipated inclusion needs.]
- 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 each group brainstorm another rule change for Round 3. Play for another 5 minutes.

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

- How was round 3 more or less inclusive compared to rounds 1 and 2?
- 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?

Debrief and Planning for Camp (15 min)

Sports are part of camp, and now that we've gone through the previous mini-games, we're going to zoom out and think about how we can make sports and programs more inclusive to more people. More inclusive = more fun for everyone!

Show posterboard of the Sport System Domains.

1. **Playing Area:** dimensions and demarcations within the field of play
2. **Equipment:** utilized to enable or enhance play
3. **Rules:** of the game or contest
4. **Roles:** of all the participants (players, coaches, fans, referees)
5. **Structure:** of the league/competition

Explain that changing one or more of these variables can drastically change the game. Remind them about changing from Ultimate Frisbee to soft dodge ball – how did that change the game? What if we played on grass? What if we changed the size of the teams?



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Have participants break up into small groups to brainstorm how they can use this at camp. What sports or games are problematic? How can we change them to make them more inclusive and more fun for everyone?

Share back with the larger group and then close the program by having people share their takeaways.

BRINGING IT TO YOUR CAMP:

At the end of the session, participants will brainstorm how they can use this in camp. Maybe it's in a cabin setting, or with their larger unit, or with the sports staff at camp.