MOOC 2
Child-Centred Coaching & Physical Literacy

Chapter 2:
Making Sport Inclusive

MOOC 2: Child-Centred Coaching & Physical Literacy

Study Guide

An Intellectual Output of iCoachKids:

Innovative Education & Training for a Specialist Children & Youth Coaching Workforce

Acknowledgements

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Introduction

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

From the European Sports Coach Framework (p. 39)

Congratulations Coach, by engaging in the iCoachKids MOOC 2, you have demonstrated that you have an open mind to learning more about coaching children and to further developing your own coaching skills.

Improving your coaching takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach takes into consideration your stage of development as a coach, how you learn and which participants the coach is working with.

How Coaches Learn

In this MOOC, we recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. During your progress through MOOC 2 we have included a variety of learning experiences to meet the needs of coaches and how they learn.

A coach is not a blank slate. Whether through personal experiences as participant or spectator, you arrive to coaching with your own conception of what it is and how it should happen. The following task will allow you to consider what you are bringing to your coaching.

STUDY GUIDE TASK: What Are You Bringing to Your Coaching?

(There are no right or wrong replies. This exercise is about you taking stock of your previous experiences.)

Coaches Learn Best When…	Your Learning and How you Like to Learn
List Your Sports Experience	**What Does This Bring to Your Coaching?**
Your Education	**What Does This Bring to Your Coaching?**
Life Experience/Learning	**What Does This Bring to Your Coaching?**
Other Things You Think/Feel Reflect You	**What Does This Bring to Your Coaching?**

Your Learning

In the early stages of coach development, you may benefit strongly from learning opportunities provided through formal education – in MOOC 2 this is reflected in what you read and the personal tasks that you undertake in applying this knowledge into your coaching. This can be seen as laying a knowledge foundation. These activities challenge or confirm initial personal theories and support the creation of a child-centred framework that helps coaches organise and make sense of their coaching practice.

As you continue to develop as a coach, non-formal learning opportunities become more relevant. Your interaction with the children, other coaches, parents, mentors and open source material provides a chance to check and challenge your emerging philosophy and way of doing things as well as gaining new knowledge. In MOOC 2 this is reflected in activities and tasks you do with others and in your environment.

It is important to note that much of coaches' learning takes place on the job. As a coach, your self-awareness and your ability to reflect on your experiences are essential to this.

STUDY GUIDE TASK: How Coaches Learn Best and How You Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to: reflect on these statements; identify whether they may apply to YOU; and if they mean anything for YOUR LEARNING. This will develop you SELF-AWARENESS of how you like to learn:

Coaches Learn Best When…	Your Learning and How you Like to Learn
• Their prior experiences and abilities are recognised and they are encouraged to reflect and build on them	
• They are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs	
• The application of what is being learned to the practical context in which they coach is clear and facilitated	
• The topics and learning materials are clearly relevant	
• The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately	
• Interaction and sharing with other coaches is promoted	
• A variety of learning activities is offered	
• They experience some success and gain feedback	

that builds their self-confidence	

If you have completed these two STUDY GUIDE TASKS, you will have started to engage in the learning process promoted in the iCoachKids MOOCs. You will have identified what you are bringing to coaching children; and how you learn.

Well done and read on to learn more about how the MOOC 2 Study Guide is laid out to assist you in your learning, how the content can be applied into you coaching and to your growth as a CHILD-CENTRED COACH of children.

MOOC 2 Study Guide Structure

In MOOC 2, your development as a coach is promoted using a blended learning package composed of various activities to foster learning (for example, reality-based activities, problem-based learning, practical-coaching opportunities and reflection in/on action). This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following HEADINGS and icons will signify different activities you will undertake in the MOOC 2 Study Guide:

VIEW – This is the video track linked to the Chapter and Section of the Study Guide you are considering

READ – This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video

STUDY GUIDE TASK – This is an activity that will get you to consider how the content you have viewed/read may apply during your coaching with the children that you coach, and reflect on how you may change your coaching behaviours

PERSONAL COACHING TASK: This is an activity that will get you to apply the content into your coaching, with the children you coach, and to reflect on how it went for the children and for you. You may need to do these tasks a number of times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy and to the benefit of the children

COACHING WITH OTHERS – This is an activity that will get you to engage other coaches you work with to discuss, apply, try, observe, get feedback from and reflect on how they see/feel your coaching is developing, and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and even the children you coach!

COACHING IN YOUR ENVIRONMENT – This is an activity that will get you to consider how child-centred is the approach of your club/school/community group. You will then consider/discuss what changes may be made to become a more child-centred coach.

QUIZ – At the end of each chapter there will be a quiz for you to complete. This will give you a chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and hoe they can apply to your coaching. Approach the questions in an ‘open-book’ format, which allows you to re-read the sections of the study guide before you write your answer.

CHAPTER CLOSING TASKS – Each chapter will end with some tasks that will get you to consider/apply the ideas and coaching tools covered in the chapter into your coaching. The tasks may include:

PERSONAL COACHING TASKS

COACHING WITH OTHERS

COACHING IN YOUR ENVIRONMENT

FURTHER VIEWING/READING – By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read

Your Development Journey as a Children's Coach

Working with children can be a very worthwhile and positive experience for people. With the growing knowledge and the approach put forward in the iCoachKids MOOCs, this experience can be positive for each and every child, as well as for each and every coach.

It’s over to you now to take the responsibility to grow your coaching knowledge and ability. Enjoy the journey coach!

iCoachKids: MOOC 2 Study Guide - Learner Activity Tracker: Chapter No 2

Name: _____ **Date:** _____

As you complete each of the activities in each of the sections, please put a tick ✓ in the circle. This will allow you to track what you have completed and where you can restart when you return to the Study Guide after a break.

Study Guide Activity / Chapter Section	VIEW / READ	PRE-CHAPTER / STUDY GUIDE TASK	PERSONAL COACHING TASK	COACHING WITH OTHERS	COACHING IN YOUR ENVIRONMENT	QUIZ	CHAPTER CLOSING TASKS	FURTHER VIEW / READ
Introduction	○							
Section 2.1	○							
Section 2.2	○		○		○			○
Section 2.3.1	○							
Section 2.3.2	○		○	○				
Summary / Conclusion	○					○		○

If you have completed each of the activities in each section and the Learner Activity Grid is complete. WELL DONE! You can move to the next chapter.

Chapter 2
Introduction

VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=cmXmaKk-YDg&t= or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Great that you came back for Chapter 2!

Sport stopped being just for elite athletes a long time ago. Today millions of coaches across the world help children, adolescents and adults fulfil their sporting goals - be they Olympic glory or Sunday morning walking football.

Nations, federations and clubs are taking significant steps to ensure that regardless of nationality, race, creed, gender, sexual orientation, socioeconomic status, disability or level of ability everyone can participate and make the most of physical activity and sport.

This chapter is fully dedicated to help sport coaches create inclusive sport environments where the ideals of Sport for All can be realised. Specifically, on completion of this chapter you will be able to:

1. Understand what inclusion means in sport

2. Apply the key principles of inclusion to your sessions and programmes

We would like to thank world leading experts, Dr Leanne Norman from Leeds Beckett University and Ken Black from The Inclusion Club who have contributed to the development of the contents of Chapter 2.

Ok, let's get started on the road to inclusive sport.

Please move on to the next section where we will explore what inclusion really means.

Chapter 2, Section 2, Part 1
Exploring Inclusion in Sport

VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=PCW9JfTNLjI&t= or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

What does it mean to be an Inclusive Coach?

As a coach, what does the term inclusive mean to you? What does it mean to be an inclusive coach? In sport, we often think that 'inclusion' relates exclusively to disability sports or under-represented groups, such as Women, those who are Black or Minoritised Ethnic, or those from economically disadvantaged backgrounds.

We often also think that the term 'inclusion' relates solely to sport at a participatory level. So, when you hear the term 'inclusion', what words does it conjure up to you: access, equality, equality of opportunity, equity perhaps? Let's broaden our definition of what it means to be an 'inclusive coach'.

Inclusive = Ensuring Everyone's Belonging + Improvement

Let us reconsider it as a matter of simply being a coach who can positively and effectively ensure that every athlete in front of them feels part of the team or the club; that they have that personal relationship with you, and whatever their needs, depending on whoever they are, you will be able to ensure they improve to be the best athlete they can be. At all levels of the sporting structure.

Therefore, to be an inclusive coach does not just relate to working with, for example, only athletes with a disability. It is much more centred on having the right relationships with your athletes. As you will already know from what you read in Chapter 1, having a positive coach-athlete relationship is the heartbeat of performance.

Inclusion starts with building great relationships

We already have a strong body of research that details the benefits for athletes through having the right and most appropriate relationship with their coach. Such benefits include increased satisfaction, increased motivational levels, more positive moods, feeling a greater sense of support, and a reduction in anxiety. And in order to build that relationship and therefore to achieve improved performance, coaches need to be able to be flexible and tailor their practices to the individual needs of their athletes. Whoever they are.

Positive Relationships lead to:

- Increased satisfaction
- Increased motivation
- More positive moods
- A greater sense of support
- A reduction in anxiety

Get to know your participants

As coaches, therefore, we need to be responsive to athletes' differing needs and expectations. And to be responsive, and therefore inclusive, we should build up a bank of extensive and in-depth knowledge of the individuals that make up your group. You cannot plan and deliver effective sessions without it.

For instance, some strategies that support one person may serve to exclude another. And during sessions, be prepared to be flexible. Your plans may need to be adapted based on whether they are working or not. Therefore, the heartbeat of being an inclusive coach is a coach that focuses on relationships. Become a relational expert if you want to be an inclusive coach.

Become a Relational Expert

Two-way Interaction

Now, relationships are reciprocal; it requires a two-way interaction that is based on an understanding of all of the social actors involved. So, in order to be a more inclusive coach, you must critically reflect on who you are as a coach within your relationships with your athletes. Consider how this will impact each athlete in front of you. Consider - what are some of your own existing beliefs and ideas about your athletes, and of certain social groups? Reflect on these assumptions and challenge them if necessary.

For example, what are your thoughts as to the capabilities and competences of female athletes? On what basis are these ideas founded? Are they supported by evidence like the performances of the female athletes in front of you? How do these assumptions influence your coaching ideas and practices?

Become an Expert on Yourself
(Revisit MOOC 1, Chapter 2 and the work you did there)

So, take the time, as you build up your knowledge of your athletes, to reflect on who you are in this process and what ideas you bring as an individual in relation to the skills and abilities of your different athletes. In order to do this, it may be useful to carry out some background research or reading, for example: **Equity and Inclusion in Physical Education and Sport, Stidder & Hayes (2012)**, more generally as to how sport has historically served to include some, while exclude others. This will ensure you have a broader contextual knowledge of sport and the role that coaches can play to ensure these patterns are not repeated.

It will also help make sure that your group is in a space where all your athletes feel they can achieve what they want to achieve, whoever they are, with your support and understanding of who they are as individuals.

Ok, so let's get practical now. Please move on to the next section where we will give you some top tips towards becoming an inclusive coach.

Keep Calm and Coach On!

Chapter 2, Section 2, Part 2

Top Tips to become an Inclusive Coach

VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=A7JdwBn9l0o&t= or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Hey there Coach! Glad you are still with us!

In the previous section, we gave you an overall view of what inclusion and being inclusive means in sport. In this section we are going to get right down to ground level and give you some top tips towards becoming an inclusive coach!

Here we go.

1. Focus on the positives: Focus on what your athletes can do, rather than what they can't. Think positive and forward!

2. Become a relational expert: Learn, listen, and communicate. Especially if you are a coach of a group or team because this will make it harder for you to tend to individual needs. Keep in mind that some athletes may require your attention more than others. Just keep communicating with those you coach.

3. Reflect on YOU and YOUR beliefs and behaviours: Reflect on who YOU are in the process as part of the coach-athlete relationship and how this will influence your relationship with your athlete. This is not a 'them' and 'us' situation; relationships are reciprocal and will be influenced by how all the social actors involved, act and present themselves. Examine your coaching styles, the language you use for example, do you use phrases like, "don't throw like a girl" to your athletes? Also review your coaching practices, and the symbols you use in your coaching spaces to ensure they are inclusive.

4. Become more informed: The eyes are useless if the mind is blind. Understand how sport serves to include or exclude others, such as particular groups of women, or the barriers to performance for individuals with particular religious' beliefs. Speak to your governing bodies or other experts about some of the issues in order to understand more fully the context in which you are coaching. And how this has shaped how your athletes 'show up' in training or in performance.

5. Redefine Inclusion: Redefine your understanding of the term 'inclusion'. To be inclusive, you need to be a responsive, flexible, relational coach who is an equitable practitioner. This is not just about access or giving equal opportunities. It is about having the right beliefs and values, and structures of support.

6. Challenge and educate your athletes to be inclusive too: For example, challenge non-inclusive language or practices within your group or team. Do your athletes have initiation ceremonies that are harmful? Are team songs sung that are not appropriate? When you invite athletes to social events, do you make sure athletes are invited to bring 'partners' rather than just members of the opposite sex, such as 'girlfriends' or 'boyfriends' (in the case of women's or girls teams)?

Conclusion

There you go! Some very practical tips towards becoming an inclusive coach.

1. Focus on the positives
2. Become a relational expert
3. Reflect on YOU and YOUR beliefs and behaviours
4. Become more informed
5. Redefine inclusion
6. Challenge and educate your athletes to be inclusive too

In the next section, you will see the very useful Inclusion Spectrum Framework which will make your life as an inclusive coach, way easier.

Keep Calm and Coach On!

Personal Coaching Task:

Identify 3 actions that will make YOU a more inclusive coach. Include these in your coaching, then reflect on them after sessions. Also, discuss inclusion with you co-coaches.

Coaching in Your Environment Task

Identify 3 actions that will make your club more inclusive. Discuss with the club and see what actions will be taken.

Chapter 2, Section 2, Part 3.1

The Inclusion Spectrum Framework in Sport

VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=y99RoyFimww or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

In the previous sections of this chapter we had a look at the idea of **Inclusion in Sport**. We saw what it means, and how we can create inclusive sport opportunities for a whole range of diverse participants.

In the next two sections, we are going to focus on how to create and deliver inclusive activities that allow all involved to experience success, improve and enjoy participation.

It is important to understand that the principles and ideas we are going to cover are not only applicable to participants with a disability, but very useful to ensure that all participants regardless of their level of ability can thrive. These are recommended for all coaches not only those in disability sport.

We are very fortunate that the content for these sections has been developed by Ken Black, founding director of **The Inclusion Club** (https://theinclusionclub.com/). Ken is one of the most influential authors and thinkers of the last 30 years in this field. Thanks Ken!

The Inclusion Club

The Inclusion Spectrum Framework: An Activity-Centred Approach to Inclusion

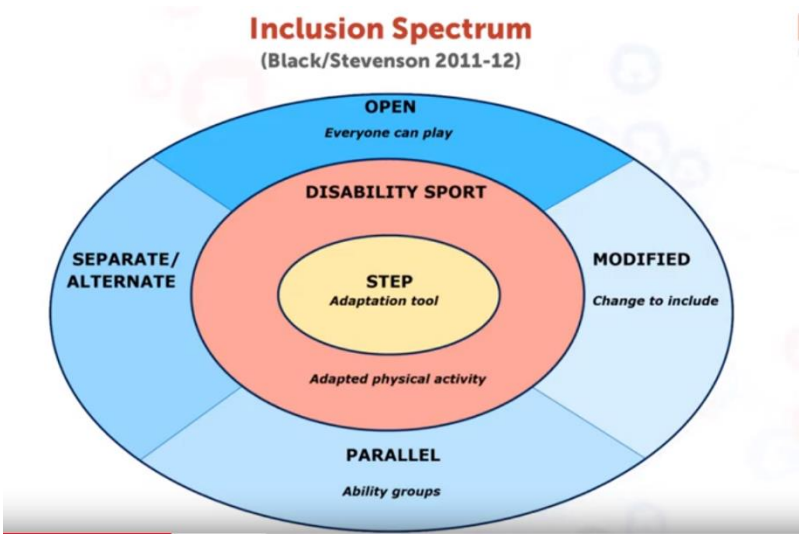
One of Ken's biggest contributions to this area is the **Inclusion Spectrum Framework** which he developed with his colleague Pamela Stevenson.

The Inclusion Spectrum is an activity-centred approach to the inclusion of young people of all abilities in sport. Inclusion can be achieved by changing the way in which the activity is presented by providing coaches and volunteers with different methods of supporting inclusion.

The Inclusion Spectrum consists of five different, but complementary, approaches to the organisation of physical activity. This gives coaches' different options when considering the varied needs of their athletes at any level.

For every situation, the most appropriate level of inclusion can be selected dependent upon factors like:

- the composition of the group
- the nature of the activity
- the environment (for example, indoor or outdoor)
- the available equipment
- the number of coaches' present



The Inclusion Spectrum Framework consists of five activity types:

1. Open Activity
2. Modified Activity
3. Parallel Activity
4. Separate Activity
5. Disability Sport Activity

Let's go through them one by one.

1. Open Activity: In Open activities, everyone does the same activity with minimal or no adaptations to the environment or equipment. Open activities are by their nature inclusive so that the activity suits every participant.

Open Activities = All do the same activity

For example: warm-up or cool down activities enable every participant to engage in the way that suits their abilities.

Other possibilities include cooperative or unstructured movement games such as:

- Unstructured play
- Collecting or gathering games
- Parachute or play canopy games
- Action songs or music or rhythm-based activities

2. Modified Activity: In Modified activities, everyone participates in the same activity but the space, rules, equipment or the way that players interact are adapted to promote inclusion regardless of individual abilities.

Modified Activities = All do same activity with some modifications

For example:

- Playing basketball with a variety of targets, such as a lowered basket, a hoop taped to the wall or a box on the floor so that participants choose to score in the target most suited to their abilities
- Balance an activity between mobility-impaired and non-disabled participants by restricting the space available to the more agile partner

STEP Model

A simple adaptation tool that can aid modification in any part of the Spectrum is the STEP model. This acronym represents elements of activities we can modify to make them more inclusive like:

S – Space
T – Task
E – Equipment
P – People

We will cover the **STEP Model** in detail in the next section.

3. Parallel Activity: In Parallel activities, although participants follow a common activity theme, they do so at their own pace and level by working in groups based on their abilities.

Parallel Activity = Same activity in ability-based groups

For example:

- Two groups can play a seated and standing version of a game and participants play the version most suited to their abilities
- Players in a volleyball game can be divided into three groups, playing with no barrier, a low net, or a net at regulation height

4. Separate Activity: The Separate activity approach emphasises that, on occasions, it may be better for a young person to practice sports individually or with peers of a similar ability.

Separate Activity = Different activity and space

For example, it may be more effective to withdraw an individual in order to practice individual sports skills to enable successful re-integration into a game situation with the rest of the group at a later stage.

5. Disability Sport Activity: Disability Sport activities can be seen as 'reverse integration' where non-disabled young people are included in disability sports together with disabled peers.

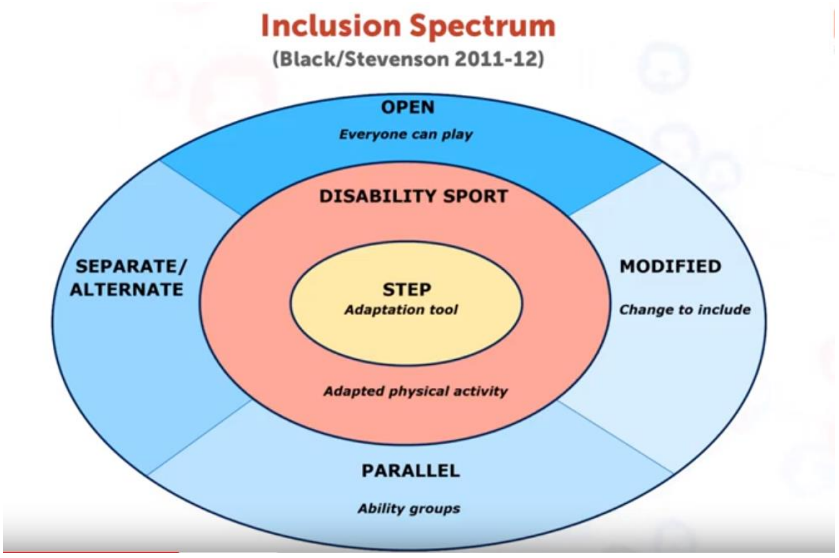
Disability Sport Activity = Reverse Integration

For example, using the Paralympic sports of **Goalball, Boccia, or Sitting Volleyball** as a basis for an inclusive game.

That's it coach – The Inclusion Spectrum Framework!

Conclusion

That was the **Inclusion Spectrum Framework**. It will help you create and deliver inclusive activities where all participants can thrive.



Remember that the principles are not restricted to assisting the inclusion of young people who have special needs or a disability, but that it can be used to provide opportunities at appropriate levels for all participants.

Inclusion Spectrum Framework = Opportunities for All

Thanks for reading and please move on to the next section where we will explore the STEP model in detail.

Keep Calm and Coach On!

Chapter 2, Section 2, Part 3.2

The Inclusion Spectrum Framework in Sport

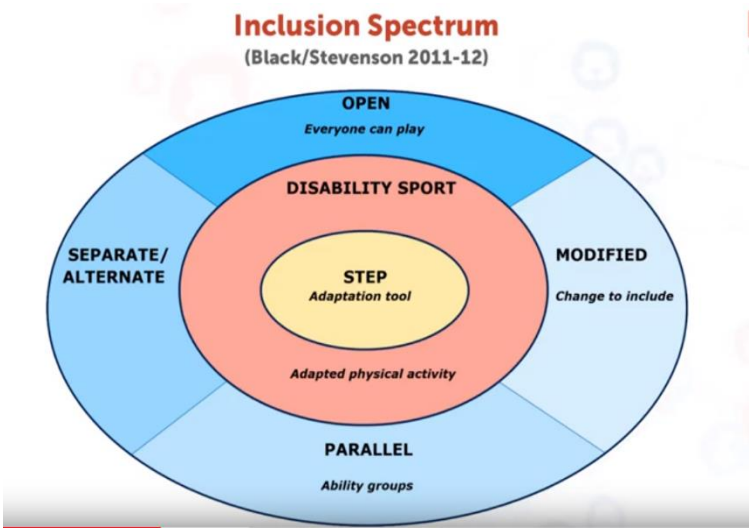
VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=CIq8J0tmZZA&t= or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

I hope you enjoyed the previous section about the **Inclusion Spectrum Framework** developed by Ken Black and Pam Stevenson. Ken, Founding Director of The Inclusion Club has been so kind to help us develop the content for these sections. Thanks Ken!

In the first section, we saw that the framework contains five different types of activities to help create and deliver inclusive sport sessions.



Let's remind ourselves what these were:

1. Open Activity
2. Modified Activity
3. Parallel Activity
4. Separate Activity
5. Disability Sport Activity

When we talked about **2. Modified Activity**, we introduced a simple adaptation tool that can aid modification in any part of the Spectrum: The **STEP Model**. This is a very simple tool that we guarantee will have a before and after effect in your coaching if you have never seen it before.

The acronym **STEP** represents elements of activities we can modify to make them more inclusive like:

- Space
- Task
- Equipment
- People

Variations to each of these elements will make the activity easier or harder and thus allows coaches to fine-tune their game or skill to make sure it is at the right level so participants can enjoy it and improve in equal measure.

Let's cover them one by one.

Space

Space can be modified in many ways. For example, increasing or decreasing the playing area depending on the mobility of the participants or varying the distance to a target.

- Increase or decrease playing area
- Vary distance to target

Task

The Task can be varied in many ways too. For example, trying different ways of performing the same task – such as throwing a ball overarm, underarm or with both hands, and breaking skills down into smaller component parts.

- Different types of performing same task
- Break down skill into parts

Equipment

The Equipment can also be modified too in multiple ways. For example, using different size balls to suit the abilities of the participants or using bell or sound balls to assist players who have difficulty in tracking ball movement.

- Different size of balls/racket/net etc.
- Bells and sound balls

People

People can be organised in different ways to support inclusive practice. For example: match players of similar ability in small-sided or close marking activities or balance a team game by playing with teams of unequal numbers where a few players with higher ability can play against a bigger team of players still developing their abilities.

- Match players of equal ability
- Unequal numbers teams

What do you think? Useful isn't it?

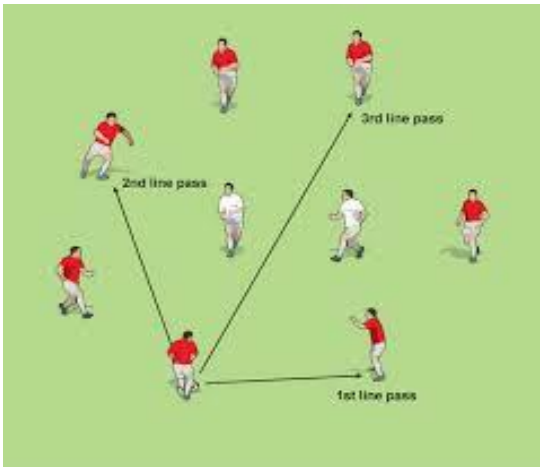
STEP Model in Coaching

Now, the beauty of **STEP** is that, in addition to being used to promote inclusion, it can also be used in regular coaching sessions. There it can serve the purpose of modifying and conditioning activities and games so you can exaggerate certain situations or encourage participants to perform certain technical skills or to find tactical solutions to particular problems.

STEP can also be used to:

- Exaggerate certain situations
- Encourage certain skills
- Recreate tactical scenarios
- Make an activity easier by using less defenders
- Make an activity harder by using more defenders

For instance, imagine the typical **Rondo** in football where a team of players is passing the ball to each other whilst another team is trying to take it off them.



Rondos are d*rills* where one group of players has the ball with overload advantage (3v1, 4v2, 5v2, 6v3) over another group of players

For instance, by adjusting the:

Space: Making the space smaller you would be forcing players to improve the quickness of their decision-making and the accuracy of their passing and receiving because the margin for error would be smaller.

Task: In terms of the task, by allowing the team in possession to move between spots you would be encouraging an understanding of space and timing.

Equipment: As for the equipment, by making the ball smaller or harder you would be encouraging better ball control.

People: For people, by giving the defensive team more players you would be promoting quickness and accuracy in the offensive team.

- **Space:** Smaller space = Quicker decision-making and higher accuracy
- **Task:** Allow movement = Space and Timing
- **Equipment:** Smaller ball = better ball control
- **People:** More/less defenders = offensive quickness and accuracy

What do you think coach? A very useful tool indeed!

Conclusion

That was the **STEP Model** part of the Inclusion Spectrum Framework. These tools will help you create and deliver inclusive activities where all participants can thrive.

- Space
- Task
- Equipment
- People

Please remember that the principles are not restricted to assisting the inclusion of young people who have special needs or a disability, but that it can be used to provide opportunities at appropriate levels for all participants.

Thanks for reading! You can now move on to the summary section and then the quiz!

Best of luck with everything!

Keep Calm and Coach On!

Personal Coaching Task / Coaching with Others Task

You can do this task by yourself and do it with other coaches. Pick one of the activities/drills/games you use the most. Then describe it in terms of STEP; and create 2 different adaptations. Explain what each adaptation will do to the activity and the participants.

STEP Model (with examples)

- **Space:** Smaller space = Quicker decision-making and higher accuracy
- **Task:** Allow movement = Space and Timing
- **Equipment:** Smaller ball = better ball control
- **People:** More/less defenders = offensive quickness and accuracy

Activity Name:	Description:	Adaptation 1 (If any) & Impact	Adaptation 2 (If any) & Impact
Space			
Task			
Equipment			
People			

Chapter 2

Summary & Conclusions

VIEW AND/OR READ

You can view this section on the online MOOC: https://www.youtube.com/watch?v=pvM9j8csUEk&t= or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Introduction

Great work reaching the end of Chapter 2!

In this chapter we have shared with you some knowledge and practical tools to help you create inclusive sport environments where the ideal of **Sport for All** can be realised.

Inclusion

We started by making it clear that inclusion in sport is not only about disability or underrepresented groups. **Inclusion** is about a much bigger number of issues and strategies related to the main goal of making sport accessible and welcoming for everyone.

Inclusion is about making sport accessible and welcoming for everyone

We made it clear that central to this goal is the need to get to know the people you coach and to build positive relationships with them that allow you to cater for their needs and to remove any barriers to participation, enjoyment or improvement.

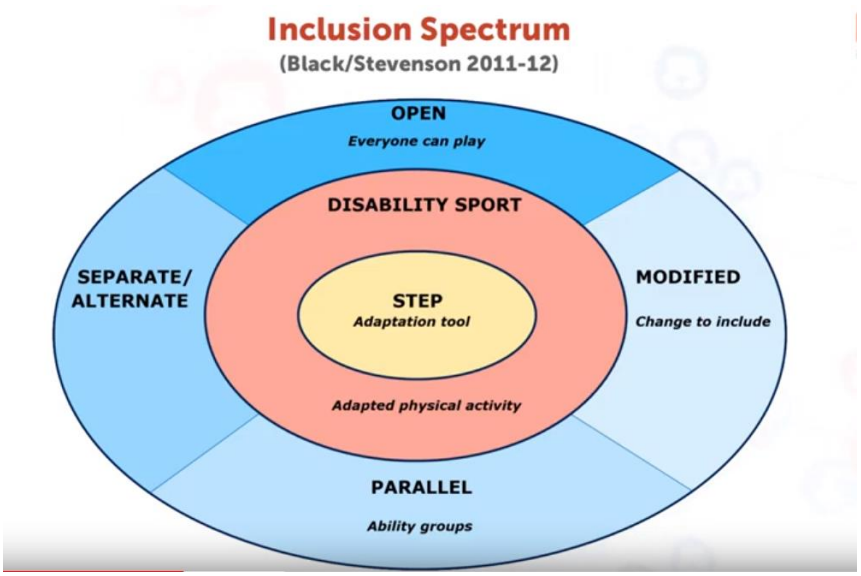
Inclusion Keys

1. Get to know the participant
2. Build a positive relationship

We also offered six key strategies to become an inclusive coach:

1. Focus on what your athletes can do
2. Become a relational expert
3. Reflect on YOU and your values and beliefs
4. Improve your knowledge of the key issues
5. Redefine your understanding on inclusion, and
6. Challenge and educate your participants to be more inclusive too

Inclusion Spectrum Framework



We then used the Inclusion Spectrum Framework developed by Ken Black and Pam Stevenson to show you how different ways of organising your activities can help support inclusion in your sessions. Specifically, we saw 5 types of activities:

1. Open Activity
2. Modified Activity
3. Parallel Activity
4. Separate Activity and
5. Disability Sport Activity

STEP Model

Finally, we reviewed a very simple and effective tool, the STEP Model that can be used to modify activities to achieve inclusion or to tone up or down their complexity. Can you remember what STEP stands for? That's right:

- Space
- Task
- Equipment
- People

That was it! We hope this chapter has helped you develop a greater understanding of **Inclusion in Sport** and given you some tools and ideas to become a more inclusive coach.

Now go and smash the quiz before moving to Chapter 3 where we will explore in detail how children grow and develop and what it means for us as coaches.

Good luck with everything and thanks again for being a children's coach!

Keep Calm and Coach On!

STUDY GUIDE TASK: QUIZ

1. Inclusion in sport is about (more than one right answer):

a) Making sport accessible and welcoming for everyone
b) Removing all barriers to participation, enjoyment and improvement
c) Getting as many disabled people as possible playing your sport

2. The 2 keys to inclusion are:

a) Increasing promotion and recruitment
b) Knowing your participants and building positive relationships
c) Being patient and considerate

3. To become a more inclusive coach (more than one right answer):

a) Focus on what your athletes can do and become a relational expert
b) Reflect on your values and beliefs and redefine your understanding on inclusion
c) Improve your knowledge of the key issues and challenge and educate your participants to be more inclusive too

4. The Inclusion Spectrum Framework:

a) Explains the different types of disabilities children can have
b) Contains games to suit all abilities
c) Offers different ways of organising your activities to support inclusion

5. The most appropriate level of inclusion can be selected based upon factors like (select all that apply):

a) The composition of the group
b) The quality of WIFI
c) The nature of the activity
d) The environment (for example, indoor or outdoor)
e) The available equipment
f) The number of coaches' present

6. The Inclusion Spectrum Framework contains 5 types of activities:

a) Open Activity, Mirroring Activity, Parallel Activity, Separate Activity and Disability Sport Activity
b) Open Activity, Modified Activity, Parallel Activity, Separate Activity and Disability Sport Activity
c) Open Activity, Modified Activity, Peripheral Activity, Separate Activity and Disability Sport Activity

7. In Parallel Activity,

a) All children do the same activity together
b) Children do different activities
c) All children do the same activity in similar ability groups

8. Separate Activity is a good option to:

a) Help a child master a particular skill before re-integrating into the main group
b) Keep naughty children away from the main group as a punishment
c) Foster group cohesion

9. The STEP model stands for:

a) Space, Time, Equipment, People
b) Space, Task, Equipment, People
c) Structure, Task, Equipment, People

10. The STEP model can be used to (more than one right answer):

a) Modify activities to support inclusion
b) Exaggerate certain elements of a skill/tactic to enhance learning
c) Segregate children of low ability

Q1

Inclusion in sport is about (more than one right answer):
a) Making sport accessible and welcoming for everyone
b) Removing all barriers to participation, enjoyment and improvement

Q2

The 2 keys to inclusion are:
b) Knowing your participants and building positive relationships

Q3

To become a more inclusive coach (more than one right answer):
Focus on what your athletes can do and become a relational expert
Reflect on your values and beliefs and redefine your understanding on inclusion
Improve your knowledge of the key issues and challenge and educate your participants to be more inclusive too

Q4

The Inclusion Spectrum Framework:
c) Offers different ways of organising your activities to support inclusion

Q5

The most appropriate level of inclusion can be selected based upon factors like (select all that apply):
a) The composition of the group
c) The nature of the activity
d) The environment (for example, indoor or outdoor)
e) The available equipment
f) The number of coaches' present

Q6

The Inclusion Spectrum Framework contains 5 types of activities:
b) Open Activity, Modified Activity, Parallel Activity, Separate Activity and Disability Sport Activity

Q7

In Parallel Activity,
c) All children do the same activity in similar ability groups

Q8

Separate Activity is a good option to:
a) Help a child master a particular skill before re-integrating into the main group

Q9

The STEP model stands for:
b) Space, Task, Equipment, People

Q10

The STEP model can be used to (more than one right answer):
a) Modify activities to support inclusion
b) Exaggerate certain elements of a skill or tactic to enhance learning

Chapter 2 - Closing Tasks
Making Sport Inclusive

VIEWING/READING

Sport Ireland Coaching, Coaching Children Workshops – Factsheets:

https://www.sportireland.ie/coaching/coaching-children-workshop

The Inclusion Club Website:
https://theinclusionclub.com/

The Inclusion Spectrum, planning sport activities for everyone:
https://inclusivesportdesign.com/tutorials/the-inclusion-spectrum-planning-sport-activities-for-everyone/

Inclusion in sport: disability and participation:
https://www.tandfonline.com/doi/full/10.1080/17430437.2016.1225882