

Programme 9

Sport and exercise



Programme 9: Sport and exercise

Key points to cover during this session

Whether you run a full-day training session or just a very short discussion, try to include these key points:

- Sport is an important activity in many schools, and is an activity that many children enjoy.
- Lots of children are excluded from or find it difficult to participate in sport activities, but if we think creatively we can make sport activities inclusive for everyone.
- Sport is just one example of a non-academic activity that happens in schools. We need to make sure that all other non-academic activities and clubs are also inclusive.
- Sport shows us that not all learning activities happen in the formal school classroom. Lots of learning happens in the community in different settings beyond formal primary and secondary schools. We need to contribute as much as we can to making all these learning opportunities inclusive.

Watch the video and then facilitate your preferred selection from the following activities.

A Basic workshop activities

Activity 9.1 – Sport in our school

🕒 60–90 minutes

Main purpose of this activity

To encourage teachers to think critically about the inclusivity or exclusivity of sport and leisure activities in their school.

Give participants the following instructions:

- Work in small groups.
- Brainstorm all the sport, exercise and other leisure activities that happen in your school. These can be organised lessons or clubs as well as informal games played during break times.
- Write each activity onto a separate sticky note or card.
- Next, think about whether girls and/or boys participate in each activity. And then think about whether children with disabilities participate, or could participate.
- Use a grid, like the one shown in Handout 9a, to organise your cards. Show whether the sport is only played by girls, only played by boys, played by both, and whether girls and/or boys with disabilities play the sport too.

Once participants have organised their cards, give them further instructions:

- Once you have put the cards onto the grid, look closely at how many sport and leisure activities are played only by girls or only by boys. Why is this? Why is there a gender divide? What changes are needed to enable both girls and boys to play this game?
- Now think about the games that only children without disabilities play? How could these games be adapted to enable children with disabilities to play them? Think back to previous programmes where we discussed low/no-cost creative adaptations to materials and equipment.

Optional extension activity – redesigning games

🕒 60–90 minutes

Main purpose of this activity:

To build teachers' confidence with creatively adapting sport and leisure activities to make them more inclusive.

Give participants the following instructions:

- Work in small groups.
- Pick one card from your chart that shows an activity that you think children with disabilities currently do **not** play.
- Design adaptations to the game so that children with and without disabilities can play it together. Think about how you would adapt the game to include children who cannot see well, who cannot hear well, who have difficulty moving, and/or who have difficulty understanding.
- Think about the rules for the game and what the procedures are.
- Think about the equipment and how you could make a low-cost or no-cost adaptation.

If there is time, ask the participants to practise the game with the whole group. Some participants may need to wear a blindfold or earplugs, or pretend they cannot move easily.

An alternative would be for the teachers to work with a group of girls and boys with and without various disabilities. The teachers could explain their ideas for the game and invite the children to test it and then suggest their own improvements or alternatives.

Note: because sporting and leisure activities are so diverse around the world, we are not suggesting the possible answers that participants may give.

B

Important theoretical issues to discuss

Activity 9.2 – Inclusive education extends beyond the formal classroom

🕒 60 minutes

Main purpose of this activity

To highlight to teachers that inclusive education extends beyond the formal classroom. We need to think about how to make all forms of education inclusive for everyone.

Present the following:

Inclusive education is not just about making formal classrooms more inclusive, and ensuring that children participate and learn in academic lessons. It also covers non-academic learning, such as sports, vocational training and extra-curricular activities. It covers non-formal education, such as catch-up programmes for children who have missed years of school. And it covers all levels, from early years through to higher education, lifelong learning and professional development.

Inclusive education does not have to take place in a school or college. Community-based education, such as adult literacy and education programmes, also need to be designed to be inclusive of adults from all parts of the community.

Give participants the following instructions:

- Work in small groups.
- First, brainstorm all the different types of education that are happening in your community.

Once the groups have got lists, give these instructions:

- Now think about who participates in these types of education, and who may want to participate but is unable to? Why can't they participate?
- How could the forms of education you listed be adapted to become more inclusive for everyone who wants to join in?
- What role might you be able to play in supporting people to be included in education outside your own class or school?

Invite each group to share their answers with everyone. Each group should only present points that have not already been discussed.

Possible answers to expect from participants

The exact answers will vary depending on each community and on the teachers' awareness of education outside their own school. Possible ideas include:

Type of education	Who may be excluded and why?
Pre-school education	<ul style="list-style-type: none"> • Lots of children may miss out due to the cost (pre-school education is rarely free like primary) and/or due to parental perception that pre-primary education is not important. • Due to costs and attitudes, some parents may not give priority to daughters or children with disabilities if they see this level of education as not very important.
Primary and secondary	<ul style="list-style-type: none"> • Lots of children for lots of reasons!
Adult literacy / numeracy classes	<ul style="list-style-type: none"> • Women may be more at risk of exclusion unless the classes are specially designed and timetabled to suit them. • People who speak a different mother tongue may find there is no literacy programme in their language, or that the literacy programmes are not designed to support second language learning. • People with disabilities may be excluded if the adult literacy classes are held in an inaccessible place or if there is no support for adult learners who have difficulty seeing, hearing, moving or understanding.
Vocational training / retraining; apprenticeships	<ul style="list-style-type: none"> • Women and men may be excluded from learning certain skills that interest them, if the trainers only encourage or allow enrolment on courses following gender stereotypical lines (e.g. women can learn dressmaking and men can learn woodworking). • People with disabilities are often excluded from vocational training due to stereotypical views about what they can and cannot do, and because activities or equipment are not adapted to their needs and abilities.
Religious or cultural classes	<ul style="list-style-type: none"> • Some religious or cultural education in the community may be divided or restricted by gender.
Sports education and clubs	<ul style="list-style-type: none"> • Learning a sport outside of school may be expensive, if the learner has to pay for tuition, which excludes many. • Classes or clubs may only enroll learners according to gender stereotypes about the sports males and females should play. • Few sport classes or clubs are inclusive for learners who cannot see, hear, move or understand well.
Health education	<ul style="list-style-type: none"> • Health education opportunities are often influenced by gender stereotyping. For example, women often are encouraged to access sexual and reproductive health

	<p>education, while men are not, even though they have an equally important role in maintaining good sexual and reproductive health in the relationship or family. Women also may be targeted for child care and parenting education while men are not.</p> <ul style="list-style-type: none"> • Health care education may exclude people with disabilities, either due to accessibility issues, or because of the attitudes of the education providers (e.g. there is a common belief that people with disabilities do not have relationship, do not have children, etc, so don't need this sort of education).
Catch-up education	<ul style="list-style-type: none"> • This is often intended for young people who missed primary and/or secondary education due to poverty, working, homelessness, being a child soldier, and so on. It is aimed at vulnerable young people but may still miss the most vulnerable, such as those with disabilities or who do not speak the language of instructions, or those who have experienced trauma and have associated behaviour or mental health problems.

C Digging deeper into specific issues

You may want to focus on some of the specific issues raised in Programme 8. A key issue is:

- The importance of inclusion in non-academic activities

Activity 9.3 – Inclusion in non-academic activities

 **60 minutes**

Main purpose of this activity

To encourage teachers to think about how to make non-academic activities and clubs in their school more inclusive.

Present the following:

As we saw in previous programmes, children may feel more included if learning is connected to real life. For many children, sport is an important part of their lives and therefore linking learning and sport can help to make the learning seem more relevant and more enjoyable. For example, some teachers use football scores to help children get more excited about numbers and maths; or they might use a global sport event like the Olympic Games to make geography more interesting.

Not all children enjoy playing or discussing sport, but schools often offer a variety of other non-academic activities and clubs. Participation in these activities can play an important role in boosting life skills, self-confidence and social inclusion, as well as sometimes helping children with their academic learning, often without them realising it.

Give participants the following instructions:

- Work in pairs.
- Brainstorm a list of all the non-academic and/or non-classroom activities that happen in your school, in addition to sports. This might include things like book or reading clubs; clubs for games like chess; music, dance or drama activities or clubs; gardening clubs; campaigning and awareness groups such as child rights clubs; student councils; and so on.

Once the pairs have got their lists, give further instructions:

- Choose 3 of the activities/clubs and write each one onto Handout 9b. You may want to choose the activities/clubs that you are most familiar with.
- Answer the questions in the handout. You need to think about:

- Who participates in these activities or clubs?
- Who does not participate or finds it difficult to participate? Why is this?
- What are the benefits for children who participate? These may be benefits relating to social skills, life skills, academic learning, and so on.
- How could you adapt the activity or club to make sure that every child in the school who wants to participate is encouraged and supported to do so? How will you address the barriers to inclusion, and who might help you?

After about 30 minutes, ask each pair to join up with another pair (making a group of 4) to share their ideas. They should then choose one activity or club to share with the whole group. They should explain what the activity/club is, who currently participates or is excluded, and what their ideas are for improving inclusion.

Possible answers to expect from participants

There are far too many possible answers to provide here, but in relation to how to make activities/clubs more inclusive, participants will ideally be thinking about:

- The location of the activity/club (to make it more accessible)
- The timing of the activity/club
- Who runs the club (e.g. is having a male teacher running the club putting girls off joining?)
- Any costs involved for the children and how to reduce/remove these
- How to adapt activities for children with different abilities
- Ensuring the person who runs the activity/club links up with the other teachers and parents to find out more about the abilities and needs of the children
- How to make more children aware of the activity/club, and how to promote the fact that the club is inclusive or working towards becoming more inclusive
- How to ensure the club's activities promote inclusion, so that children who participate in the club behave inclusively and become advocates for inclusion.

Programme 9 transcript

Sport and exercise

Non-academic activities like sport during the school day are very important for helping children feel included.

Sport can give them different ways to participate, learn and achieve.

What can you do?

You can use sport activities to help children learn about and practise co-operation and team work.

With some creative thinking, all sport activities can be adapted so that children with and without disabilities can play games and learn to support each other as a team.

“I like sport. Last time I played tor-ball with my class, even with the older ones. I like tor-ball.”

Some children may feel more included in a school if they can do non-team activities.

Such activities may help them build other skills such as co-ordination or self-discipline.

Competitive physical activity can exclude some children, or even lead to bullying of those who cannot compete physically.

You could offer children opportunities to play non-physical games.

Sport can be used to help some children engage better with academic learning.

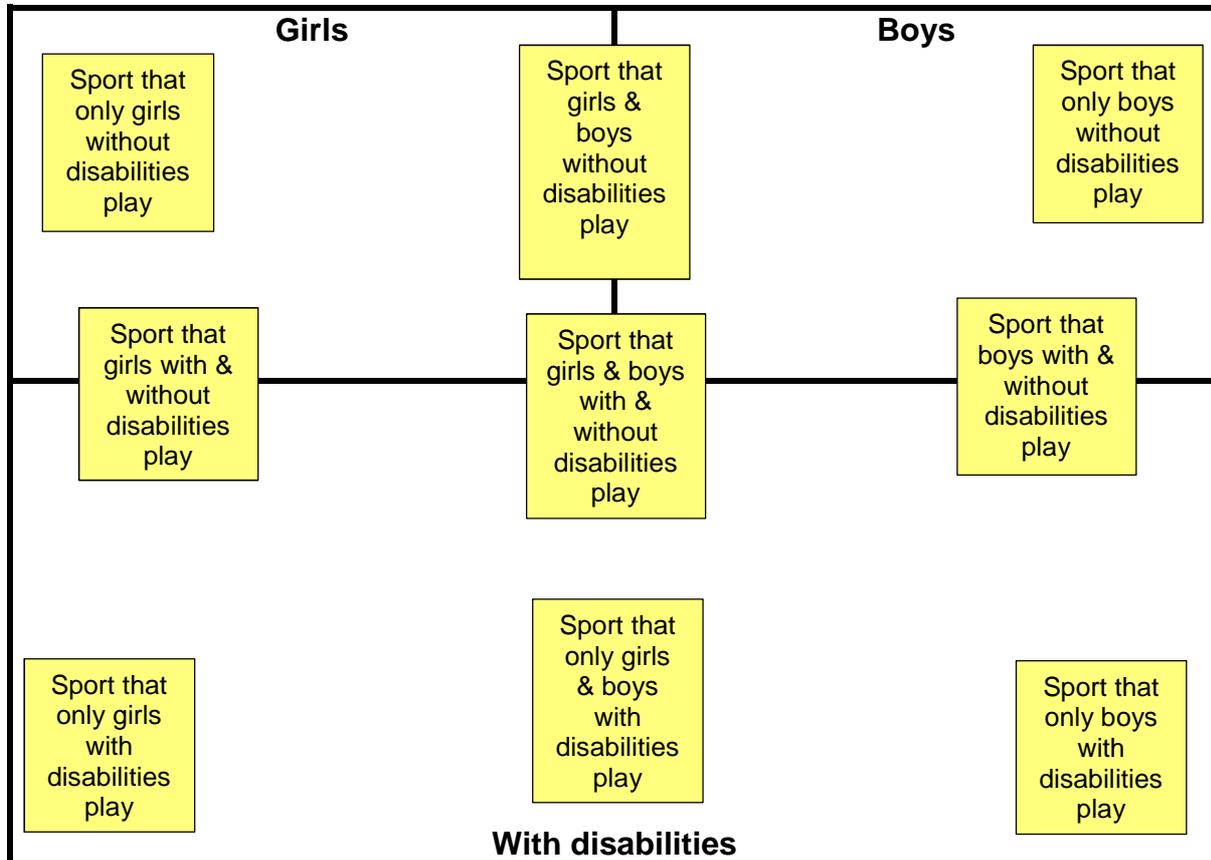
For example, you could encourage children to practise maths by keeping score during a game.

Sport activities often follow gender stereotypes, such as boys playing football and girls playing netball.

To be more inclusive, you could give girls and boys the opportunity to do any sports that are available in your school.

Handout 9a

Who participates in sport and who is excluded?



Handout 9b

Inclusion in activities and clubs outside the classroom

Name of activity or club	Who participates in this activity or club?	Who do you think is excluded or finds it difficult to participate, and why?	What benefits do (or should) children get from participating in this activity? What skills are they gaining and/or what are the learning?	How could you adapt this activity or club to ensure that all children in the school can participate if they want to?
1.				

Name of activity or club	Who participates in this activity or club?	Who do you think is excluded or finds it difficult to participate, and why?	What benefits do (or should) children get from participating in this activity? What skills are they gaining and/or what are the learning?	How could you adapt this activity or club to ensure that all children in the school can participate if they want to?
2.				

Name of activity or club	Who participates in this activity or club?	Who do you think is excluded or finds it difficult to participate, and why?	What benefits do (or should) children get from participating in this activity? What skills are they gaining and/or what are the learning?	How could you adapt this activity or club to ensure that all children in the school can participate if they want to?
3.				