



Inclusive Activity Programme Workbook



Name



Using your workbook

Your workbook connects the various learning experiences within the Inclusive Activity Programme. It underpins and enhances learning from both the eLearning and practical workshop.

To help you identify when there are activities to complete, this section has been created to help.

Think = Time to reflect.

Do = An activity / task for you to do within the workbook.

Apply = An opportunity to apply your learning to your delivery.

Discuss = A chance to discuss a topic with others.

Writing = Space to write in your workbook. This may be within tasks or on notes pages.

eLearning = associated learning from the Inclusive Activity Programme eLearning module.

Practical workshop = associated learning from the Inclusive Activity Programme practical workshop.

Resource hub = A prompt to take a look at the Inclusive Activity Programme Hub.



Your Journey

Welcome to the Inclusive Activity Programme.

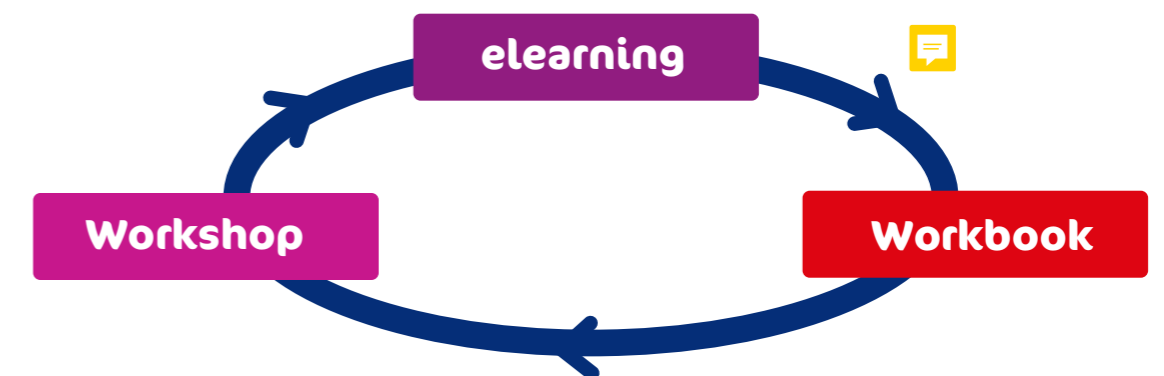
We are excited that you have joined us on this journey. Throughout the Inclusive Activity Programme you will have the opportunity to explore new knowledge and skills whilst building on your existing experiences. We will guide you every step of the way.

This is your workbook, for you to complete tasks and add your thoughts and ideas. It can be used digitally or downloaded.

Keep it with you to complete tasks throughout the eLearning and practical workshop.

Each activity explains how it is completed and how it links to other learning.

The Inclusive Activity Programme will include opportunities for independent learning so you are able to transfer the skills to your own environment.



Introduction

The Inclusive Activity Programme will introduce you to a range of areas which are important to becoming an inclusive activity leader.

1. Understanding your participants
2. Creating an inclusive environment and culture
3. Legislation and Guidance
4. Plan, deliver, evaluate inclusive sport and physical activity, disabled people
5. Effective communication

Personal Information

Name:

eLearning Completion Date:

Practical Workshop Completion Date:

What do you hope to achieve through completing the Inclusive Activity Programme? Who would you like to include in your sessions? Recording this here will help you to apply your learning to your delivery.

Activity 1: Reasons to be active

Disabled people want to be active for various reasons. In the space provided, write a list of the reasons disabled people want to be more active.



A large dashed purple rectangular box intended for writing a list of reasons disabled people want to be more active.



Activity 2: Challenges to participation

Disabled people face a range of challenges to taking part in activity. Use the eLearning to record some of these challenges and your ideas for how these can be overcome.

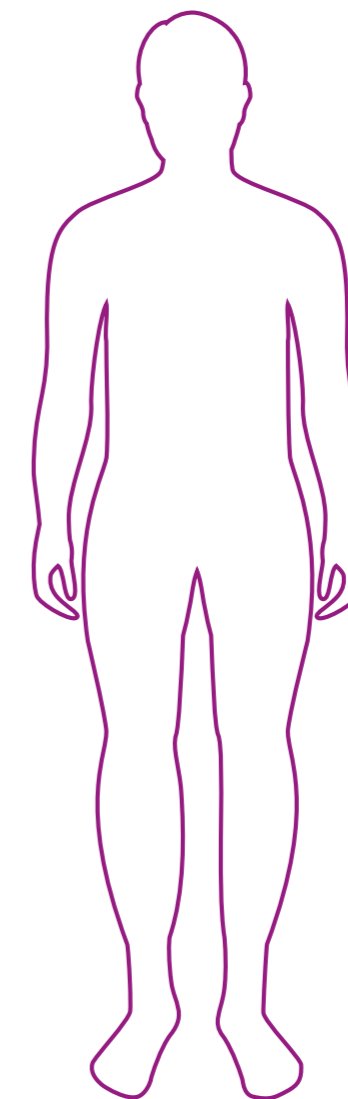
Psychological Challenges	
Physical Challenges	
Logistical Challenges	



Activity 3: A good session leader

What do you think makes a good inclusive activity leader? What skills and behaviours are needed?

Write words that describe a good session leader around the outside of the body and get creative by drawing what they will look like on the body outline.



Activity (You) Leader Name: _____

By placing your name here, you are committing to becoming an inclusive activity leader.

Activity 4: Creating an inclusive environment

What have you learned so far?

In the space below, write what inclusion means to you and what you could do to deliver a more inclusive activity session.

The Equality Act 2010

The Equality Act 2010 legislation protects people, including disabled people, from **discrimination** in the workplace and in wider society. This includes sport and physical activity.

The Equality Act sets out the different ways in which it is unlawful to treat someone based on a range of 'protected characteristics' (e.g. disability).

To meet your legal duty, you cannot turn someone away from your session because of their impairment. You should make **reasonable adjustments** to include them. The Inclusive Activity Programme is here to support you to make these adjustments which will benefit everyone.

Reflections: Is there an Equality, Diversity, and Inclusion Policy for where you deliver activities? If so, is it meaningful and put into practice?

An effective policy is informed and applied by all.

Review your existing policy and consider what are the key elements of the policy, how does this affect your delivery and is there anything you should do differently?

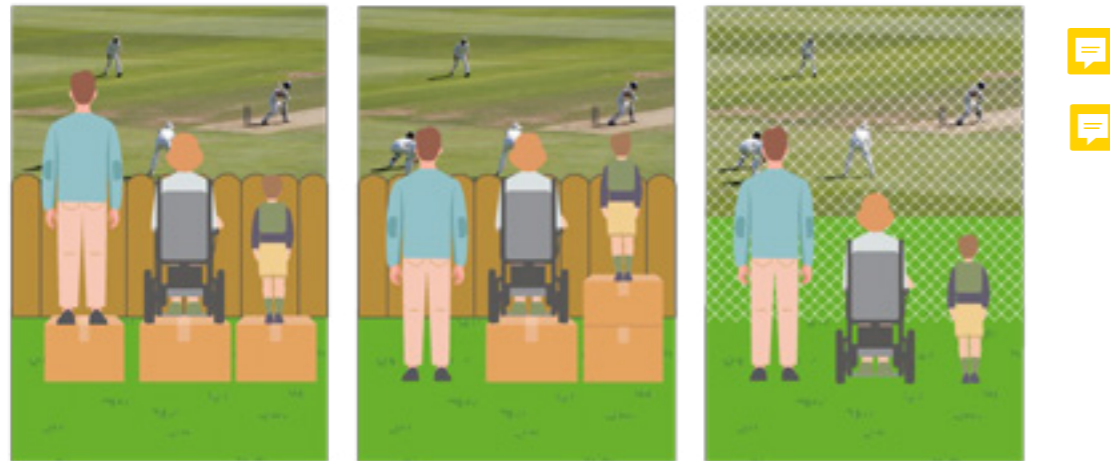
Creating an inclusive environment

Equality is ensuring that everyone is equal and has access to opportunity.

Equity is about making sure people get access to the same opportunities.

Inclusion goes further. An inclusive approach is about meeting individual needs with a 'can do' attitude. For some disabled people this may require adapting activities or equipment to be inclusive.

An inclusive approach benefits everyone.



Top Tips

1. Communicate – Speak to the individual to understand what they can do. A specific impairment will not affect individuals in the same way.
2. Focus on what the individual can do (not what they can't do) and build the activity around their ability.
3. Ensure participants are involved in decision making and support how activities are adapted to include them.
4. Don't be afraid to try something different – it is much better to try adapting an activity and find it doesn't work, rather than not have tried. If it doesn't work, speak to the individual and find out how it could be improved for them.
5. Create an open and welcoming culture – Use the Activity Alliance Ten Principles to create a welcoming and inclusive environment.

Ten Principles

Activity Alliance have developed ten principles which you should apply to your delivery to increase participation and make sessions more appealing and inclusive for all individuals.

The Ten Principles

1. My channels
2. My locality
3. Me, not my impairment
4. My values
5. My life story
6. Reassure me
7. Include me
8. Listen to me
9. Welcome me
10. Show me

The Ten Principles can be grouped into three categories: **drive awareness, engage the audience, offer support and reassurance.**

Top Tips

Think from a different perspective. Imagine you know nothing about what's on offer.

What can you do in your role to support more disabled people to be included?

You can keep adding to these reflections during the workshop and after.

Remember to review these regularly. Have the changes worked or do you need to try something different?

Use these Top Tips when completing the next tasks.

Activity 5: Ten Principles



Link to
eLearning

Reflecting on your delivery, consider how your activities could be more inclusive by applying the Ten Principles.

Drive Awareness

Principle	What do we/I do now?	What have I learnt that I could apply to my activities?	What action could I take to engage more disabled people in activities?
Use the channels I already trust			
Stay local to me			

Engage the Audience

Link to
eLearning

Principle	What do we/I do now?	What have I learnt that I could apply to my activities?	What action could I take to engage more disabled people in activities?
Me, not my impairment			
My Values			
What action could I take to engage more disabled people in activities?			
My Life Story			

Support and Reassurance

Principle	What do we/I do now?	What have I learnt that I could apply to my activities?	What action could I take to engage more disabled people in activities?
Reassure me			
Include me			
Listen to me			
Welcome me			
Show me			

By embedding Activity Alliance's Ten Principles, you will make your activities more inclusive to everyone, which will help grow your activity.

Activity 5a: Ten Principles Case Study

Case Study

When thinking about creating new activities within their centre, the Hallamshire Tennis Centre in Sheffield always try to ensure that each session:

- Enhances communities
- Promotes social inclusion
- Improves quality of life of those that attend
- Increases skills and creativity of those that attend
- Increases aspirations and achievement of those that attend.
- They like to think above and beyond the sport itself, about other benefits of taking part. To ensure that disabled people feel

comfortable with their sessions, the tennis centre provides:
Taster sessions for people to come and see the activity in action. The taster session is free.

People can come along to the club at a given time. They can meet the coach first and chat with them. They are able to ask questions in a relaxed and informal manner. They are shown around the club before stepping on to the tennis court for the session.

This gives them the chance to assess whether the club is suitable for them before they even start to play. They are given the opportunity to ask questions to help alleviate any concerns they might have.

Task

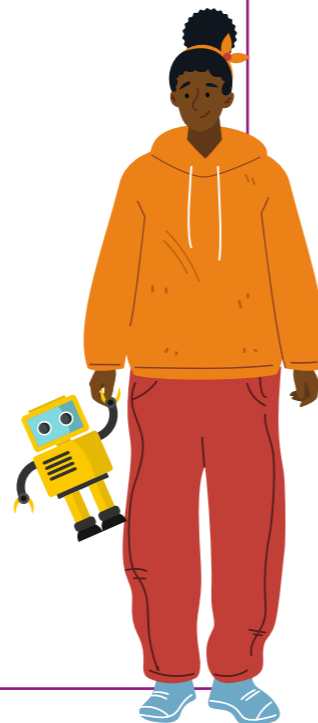
How is Hallamshire Tennis Centre meeting the needs of disabled people? Are they applying any of the Ten Principles? If so, which ones? What can you learn from this case study?

Activity 5b: Applying the Ten Principles - Meet Jess

“Hi there. I am 13 years old and I love being active and dancing. In fact I have lots of energy – some say too much! I have lots of friends at school and they all go to lots of different sports clubs, but I don’t. My mum worries that the sports coaches won’t know how to include me, especially when I get frustrated and angry over things people don’t understand.”

Task 1: Apply the Ten Principles to consider how you could reach me and include me

1. Drive awareness
2. Engage the audience
3. Offer support and reassurance



Activity 5b: Applying the Ten Principles - Meet William

“Hello. I am William and I am 30 years old. I love football. I used to play football semi-professionally before I had my accident and had my leg amputated. But I haven’t played since. I am not sure I can play or what opportunities there might be for me.”

Task 1: Apply the Ten Principles to consider how you could reach me and include me

1. Drive awareness
2. Engage the audience
3. Offer support and reassurance

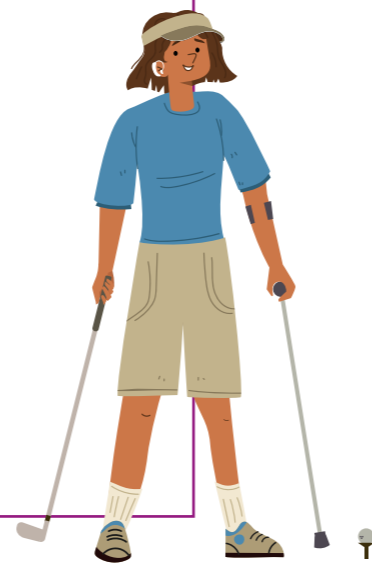


Activity 5b: Applying the Ten Principles - Meet Aisha

“Hello. I am Aisha, I’m 50 years old and a golfer. I’ve just moved to a new area and went to the golf course nearby. I wanted to meet new people so I decided to join a class rather than just play on my own. I thought this might also help me get used to the facility. It was awful and I feel so angry. I completed the information form in advance explaining that I am hearing impaired and that I rely on lip reading if no-one can sign for me. The instructor didn’t know this when I arrived. I gave him the benefit of the doubt and tried to explain. But he just carried on as if I hadn’t told him. I didn’t know what was going on.”

Task 1: Apply the Ten Principles to consider how you could reach me and include me

1. Drive awareness
2. Engage the audience
3. Offer support and reassurance



Now that you've looked at these case studies, is there anything you would add to your initial reflections on the notes page on how the Ten Principles can be applied to your activities?

Activity 6: The Activity Inclusion Model

Using the knowledge learned in the eLearning and practical workshop, complete the Activity Inclusion Model (AIM) below by adding the correct details so it can be used in your activities.



Words to include:

- Open Parallel Modified Specific
- Setting Activity Impairment Ability

There are four factors that influence inclusion for each individual and which should be considered to create the most appropriate provision. These are:

1. Ability
2. Activity
3. Impairment
4. The setting (in which the activity is taking place).

It is important to note, the Activity Inclusion Model is not a series of progressions. At any stage in your sessions you may move from one area of the model to another.



Activity 6a: The Activity Inclusion Model

From your learning, complete the boxes to identify how you could apply each element of AIM to your activities.

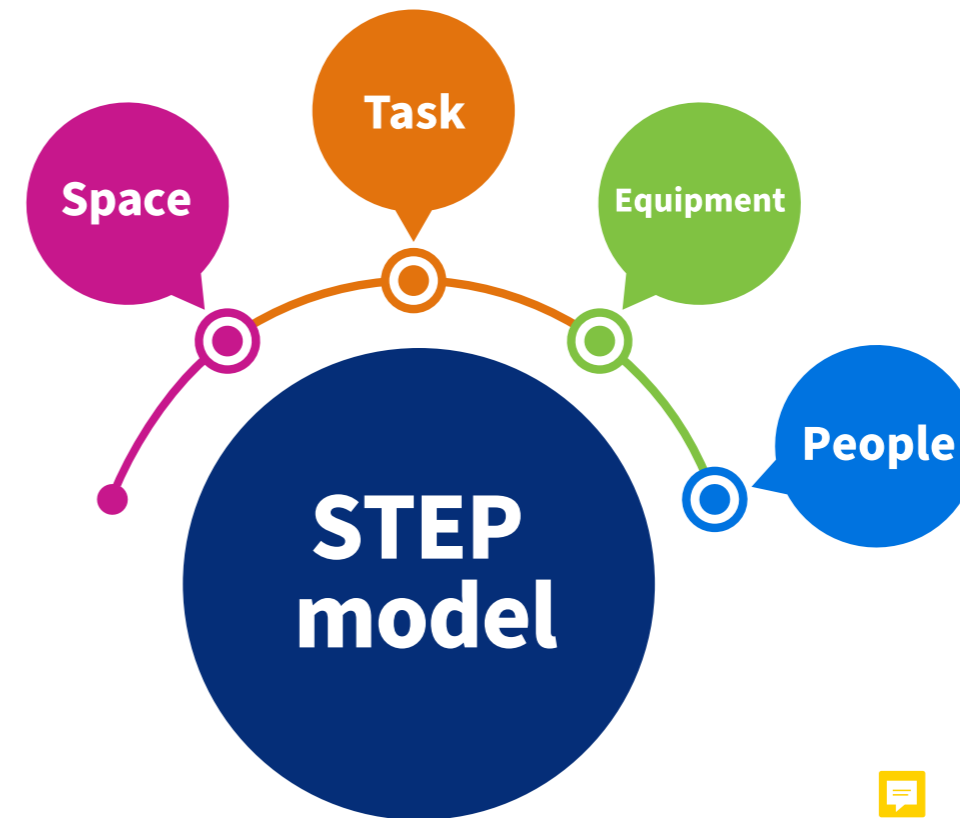
You will find this information in the eLearning.

Open 	
Parallel	
Modified	
Specific	
Disability Sport	



The STEP Tool

Using the knowledge learned in the eLearning and practical workshop, complete the Activity Inclusion Model (AIM) below by adding the correct details so it can be used in your activities.



Space
Change the space in which the activity is taking place...
e.g. larger/smaller...
different shape?

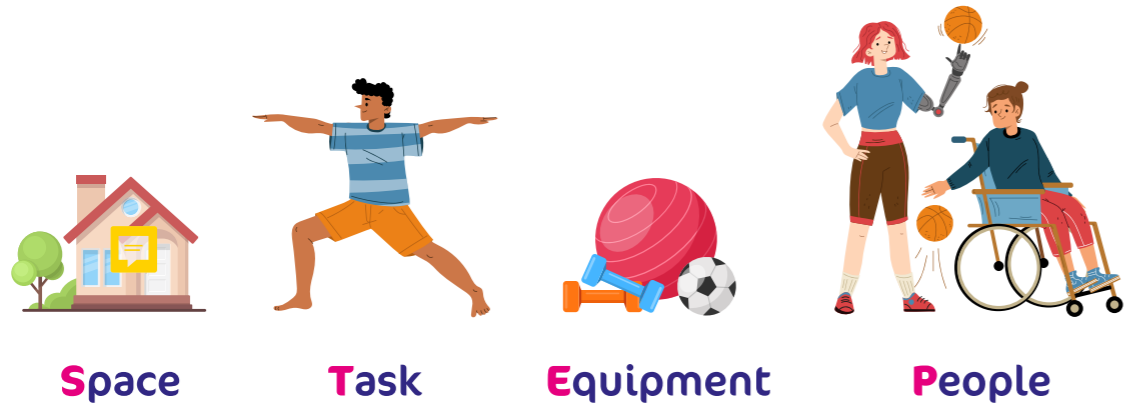
Task
Change the type of activity taking place
e.g. rules/roles for everyone or individuals

Equipment
Change the type/size of equipment being used
e.g. smaller/larger ball...

People
Change the people who are involved
e.g. number of taggers/defenders

**For further information on the STEP Tool see
The STEP Model Explained - UK Coaching**

Activity 6a: The Activity Inclusion Model



From your learning, complete the boxes to identify how you could apply each element of STEP to your activities.

You will find this information in the eLearning.

S	
T	
E	
P	

Activity 7a: The STEP Tool

Test your knowledge.

Select whether the examples outlined below are relevant to **Space**, **Task**, **Equipment** or **People**.

The first one has been done for you.

Balance team numbers	Space	Task	Equipment	People
Move target closer/ further away	Space	Task	Equipment	People
Increase weight	Space	Task	Equipment	People
Time yourself (how many repetitions in a set time)	Space	Task	Equipment	People
Use a bigger ball	Space	Task	Equipment	People
Use one hand instead of two to catch	Space	Task	Equipment	People
Reduce/ extend playing area	Space	Task	Equipment	People

Activity 8: Applying AIM & STEP Jess & Hearts Dance

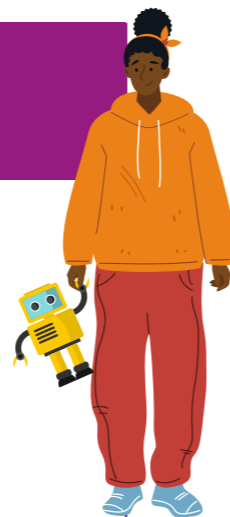
Over the next few pages, we will revisit Jess, Aisha and William. Using what you know so far, consider how AIM and STEP can be used to include each individual in their activity.

“I am so excited. I’m going dancing! I am a bit nervous but my friend Sally is there. I went to look around with my Mum and it looked fun – Sally was smiling. Mum said they are kind and understand more about me now.”

More about Jess. Linked with her learning disability, Jess can get overwhelmed in certain circumstances including large group activities, and when a task is not explained clearly in terms she understands. Jess is keen to please and worries if people around her are not happy. She can get confused with other people’s emotions and if people shout instructions she thinks they are angry with her. Jess is more likely to get angry if several things overwhelm her in the day, and this can result in an outburst that may be viewed as challenging behaviour. Jess likes to carry her favourite robot toy with her everywhere, and this can help to calm her down in a quiet space.

The setting and activity: Heart Dance is a small, local dance club that offers dance classes and holiday activities in the local village hall for children aged 3 to 18. They have three dance teachers and one young leader. They offer a range of dance activities including ballet, tap, freestyle and ballroom. They offer a grading scheme which is optional, and do a dance show every two years.

Task 2: Help Hearts Dance think about how they could use STEP and AIM to include Jess within their sessions



Activity 8: Applying AIM & STEP William & Northtown FC

“I have just been to see my physiotherapist and they gave me some information on a club that is recruiting new players. I was surprised because the advert had a picture of someone playing football on crutches who is a leg amputee - like me. I am going to call them tomorrow.”

More about William. William had his accident a year ago and his rehabilitation is going well. He is a single, below knee amputee who uses a walk prosthetic. He has a pair of crutches to get around when he isn’t on his walking prosthetic because he still finds that uncomfortable to wear all the time.

The setting and activity: Northtown FC is a large football club with age group teams for girls and boys. They have had a learning disability team for a long time and are now looking to develop other teams. They have advertised this as a new opportunity and think they will have people with a range of physical impairments wanting to join. The facility is at a leisure centre and they have access to a multi-use games area and grass pitches.

Task 2: Help Northtown FC think about how they could use STEP and AIM to include William within their sessions





Activity 8: Aisha & Top Green Golf Club

“After complaining to the Golf Club manager, I have been reassured that things will be different when I go back. I really want to go, so I’m going to give it another try.”

More about Aisha. Aisha has mild cerebral palsy which causes a weakness in her leg and arm on one side. She also has a hearing impairment, and has slight difficulty speaking. She started playing golf 10 years ago recreationally and is confident as long as she can take her time, adjust the course and can ask for help.

The setting and activity: Top Green Golf Club is well established with a membership of over 1,000 people.

Task 2: Help Top Green Golf Club think about how they could use STEP and AIM to include Aisha within their sessions



You will learn more about how to apply AIM and STEP in the practical workshop.

Remember to revisit your ideas about how you can apply AIM and STEP to your sessions during and after the workshop.



Activity 9: Planning your inclusive activity

Using everything you have learnt so far, use this session plan template to plan an inclusive activity session in your own setting. Apply the Ten Principles, AIM and STEP.

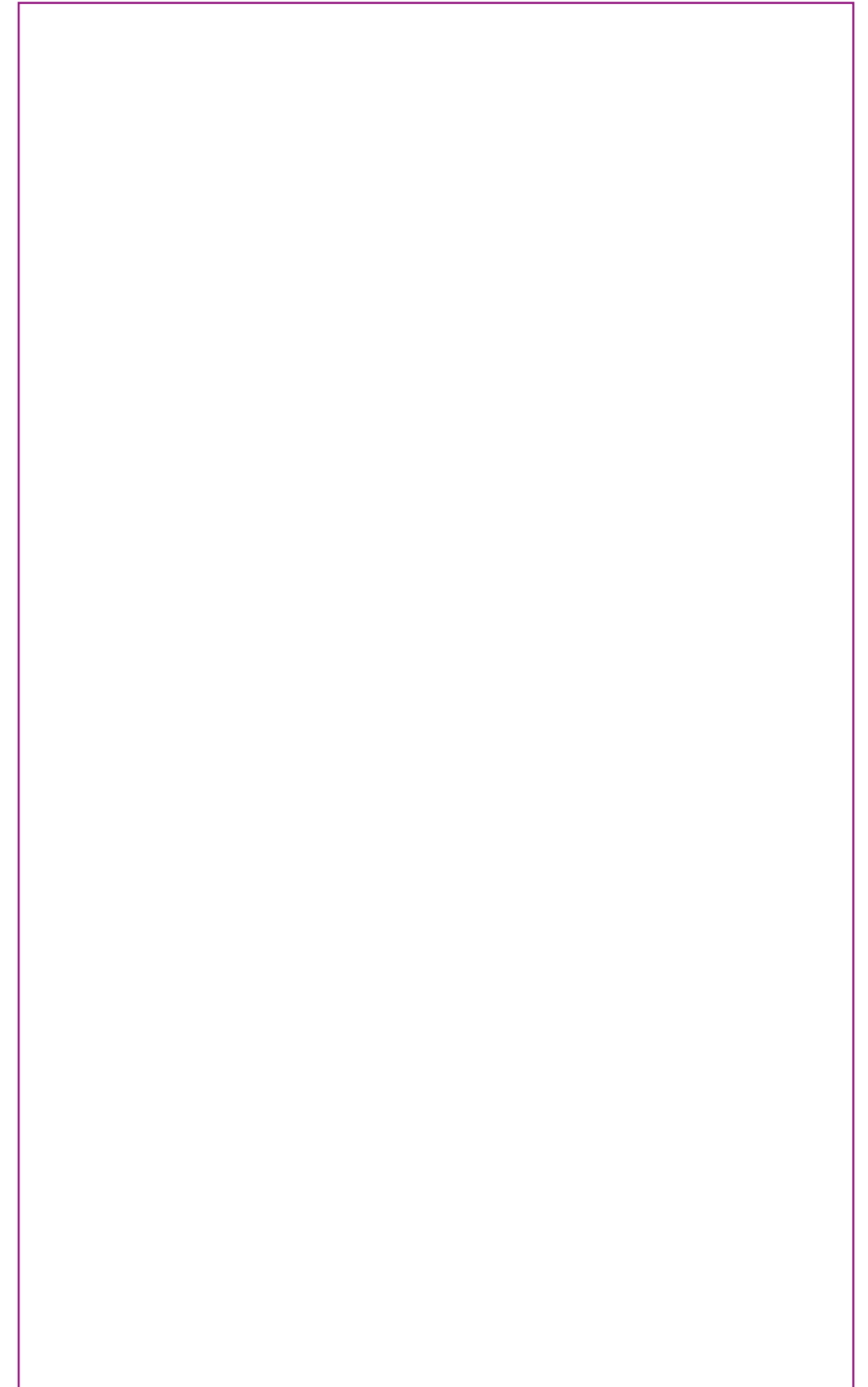
Times	Activity/Points to remember	Equipment Required	Adaptation Ideas
EG. 10am-10:15am	EG. Warm Up Game Simon Says	EG. Large space & Rubber spots	EG. Visual aids and demonstrations

The Importance of Communication

TOP TIPS

- Ask how you can best communicate with the person, don't assume.
- Avoid staring, concentrate on what the person is saying.
- Be clear, precise, and simple in your language. Treat people according to their chronological age rather than presumed IQ.
- If a disabled person is accompanied by a non-disabled supporter/helper, talk to the disabled person directly.
- Don't shout or overemphasise words or lip movements with people with a hearing impairment. Do think about where to stand to optimise light.
- When you meet visually impaired people, introduce yourself, the layout of the room and let them know when you move away.
- When you talk to people with speech impairment, concentrate on what is being said and be patient if you don't understand. Don't guess or pretend you do.
- If someone does not understand you, try again and think of other communication methods.
- Ask questions for understanding. Allow appropriate time for individuals to process information. Some individuals may require up to 10 seconds to process an instruction.
- When talking to wheelchair users, remember their wheelchair is a part of their personal space. Do not lean on their wheelchair and always ask before providing assistance.

After reading these top tips, how are you going to incorporate inclusive communications within your sessions? The space on the next page is available for you to write down your thoughts.



Activity 10: Reflecting on your learning

During the workshop you will have planned and delivered a variety of activities and considered different scenarios.

This is a great opportunity to reflect. Ask yourselves these questions:

1. What went well? Think about how you planned, how the activity was delivered and demonstrated.
2. Was the environment inclusive?
3. What could have been better? Again, think about planning and delivery.
4. What could you have done to improve your communication?

5. Was the activity safe? Any risk management considerations for the future?
6. Did you differentiate the activity so that all participants took part, succeeded and were smiling?
7. How confident do you now feel to include a disabled person in your activity?



Activity 11: Your action plan

Thank you for completing the workbook, we hope you have enjoyed learning more about inclusive delivery of sport and physical activity.

As a final activity, we would like for you to consider what your next steps are. Reflecting on all of your learning through the Inclusive Activity Programme, identify three actions to improve the inclusion of disabled people in your activities.

Action	Why is this action important? What will success look like if I do this?	When will I do this by?	Who can help me?	What further training or information do I need to make this action a reality?
1				
2				
3				

Further information

Do you want to know more about including disabled people in your activities and about organisations who can support your inclusive delivery?



This section will identify where to get further information.

Activity Alliance

The national charity and leading voice for disabled people in sport and physical activity. On our website you will find a range of resources, support, research and programmes to help achieve fairness for disabled people in sport and physical activity.

[Activity Alliance | Disability Inclusion Sport](#)

UK Coaching Club

UK Coaching Club unites coaches of all levels, across sport and physical activity, giving you access to a network of like-minded connections, courses and resources to keep you on top of your game, and exclusive member benefits, discounts and events.

[Join the Club](#)

Active Partnerships

There are 43 Active Partnerships across England, one in each county and London. Focussed on the needs of the local community, Active Partnerships support opportunities for inactive people and under-represented groups to be active.

[Home | Active Partnerships](#)

National Disability Sport Organisations

The National Disability Sports Organisations (NDSOs) are a good starting point for many disabled people who want to be more active.

[National Disability Sports Organisations | Activity Alliance](#)



Disability Sport:

There are a huge number of disability sports and physical activities. Whilst initially intended for disabled people, disability sports are inclusive for everyone. The [Parasport website](#) lists some disability sports you may want to try in your sessions. Through the National Governing Bodies of Sport and National Disability Sport Organisations you can also find other disability sports and activities.

Competitive sport pathways

Disabled people can take part in local, regional, national and international competitive sport depending on their aspirations. Competition can range from inclusive opportunities with disabled and non-disabled people taking part together, to elite, classified competition. Visit [UK Sport](#) for information on talent pathways and the [Activity Alliance Profiling toolkit](#) for support with classification.

The Leisure Sector

To support your participants to be more active don't forget the leisure sector has a variety of community-based offers, including gyms, fitness classes, swimming and sports clubs. Many leisure centres will offer a range of opportunities for different participants, such as exercise referral programmes, trial memberships or concessionary rates, low impact classes and holiday activity schemes. In addition, some leisure centres will have specific accreditation in topics such as tackling inequalities and/or exercise referral. Find out where your local leisure centres are, what they offer, any partnership opportunities they have and if they have a disability lead. Your local council website or Active Partnership are often good places to start. www.gov.uk/find-local-council

Home Nation Disability Sport Organisations:

The Lead organisations in Northern Ireland, Scotland and Wales for inclusive and disability sport.

- Disability Sport Northern Ireland [Disability | Sport Ireland](#)
- Disability Sport Wales [Official Website of Disability Sport Wales](#)
- Scottish Disability Sport www.scottishdisabilitysport.com

Remember to sign up to UK Coaching for more resources and support at www.UKCoaching.org

Local opportunities

At the practical workshop, you will have met a range of likeminded people from your local area. This is your space to record any relevant opportunities for yourself or the disabled people you support.

You could also consider setting up a local Community of Practice. A community of practice is a network of individuals who come together to share ideas, experiences and discuss challenges. Use this space to record the contact details of relevant individuals (with their consent).

Notes and key points

This is a space to capture your big takeaways, the light bulb moments and the things you cannot forget!



A large, empty rectangular area defined by a dashed purple border, intended for taking notes and capturing key points.

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Inclusive Activity Programme

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