

Games

all children can
play from a
sports bag

Disability Equality Participation



Active learning
for disabled children
and their families

Scope Early Years team

Time to get equal

scope

About cerebral palsy.
For disabled people achieving equality.



Supported by
The National Lottery
through Awards for All





Thank you to ‘Awards for All’, for grant aid towards this publication.

We would also like to thank members of the National Network of Schools for Parents. Thanks also to the Wolverhampton School for Parents for contributing their photographs of inclusive play in action, and thanks to the Barclay and Lambert families for the photos of MacKinley and Natasha.

We hope you find the games described here as much fun as we did.



Games All Children Can Play

Scope's Early Years team provides information and support, develops products and carries out training that promotes inclusion for all children.

Part of the work of Scope's Early Years team is to look at best practice around play and to highlight the importance of play for children with cerebral palsy and associated conditions. This includes research into best practice and availability around the country, play as a learning tool and how it goes hand-in-hand with communication, and interactive and experiential play opportunities.

'Games All Children Can Play' shows how disabled and non-disabled children can easily play together. All of the games use simple and easy-to-use equipment, which can be conveniently carried in an everyday large sports bag.

The material described in this publication has been made possible through work carried out in co-ordination with the **Schools for Parents Network**. Grant aid for this project came from **'Awards for All'**, a National Lottery grants scheme for local communities.

'Games All Children Can Play' is intended for families and group leaders who work in any play setting with disabled and non-disabled children.





Disability Equality Participation

Active learning and play

We have created '**Games All Children Can Play**' to help disabled and non-disabled children and their families play together.

We have tested the equipment in specialised settings, where the families and friends of disabled and non-disabled children were invited to an activity afternoon. We encouraged all of the children to play together.

When the children themselves suggested games they would like to play (such as 'Twister') we looked at the equipment we had, and found a way to include those children with physical impairments. We made games like 'Twister' fun and, often, competitive.

By the end, everyone was hot and tired – we all had a wonderful time. No one was left out and everyone was challenged to try their hardest.

Disability

Disability is the state we find ourselves in when the adjustments needed to overcome impairments don't happen!

Everyone is impaired in different ways, but we are not 'disabled' as long as the way we can participate takes account of our impairment and works to minimise the effects.

Children are disabled by attitudes to impairment and by the lengths we go to in order to avoid risks.

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Equality

Equality does not mean treating everyone the same, but it is about making the adjustments that enable all children to take part.

We need to consider changes for the whole group, to enable all the children to join in. It is not just about the specific adjustments we make around an individual child.

True equality means when making adjustments, we take into account impairment, gender and culture.

Participation

Participation relates to the whole process of joining in. It starts with the planning and thinking that goes into making activities enjoyable and successful for all children. Through participation, a way forward can be found in most cases.

Being included in the planning and thinking can utilise the energy and expertise of both the child and family, and together they often come up with successful and innovative solutions.

Participation requires that assumptions are not made about how the child will join in. For example, the activity may be one that the child could access in a wheeled chair. It might also provide opportunities for independent movement on the floor, or take place in a standing or in high-kneeling position, and this can provide opportunities for changes of position.

Healthy risk-taking

Risk assessments acknowledge and minimise risk. They need to be used sensitively and as a tool to encourage healthy risk-taking.

It **MUST NOT** be used to deny the child access to the usual activities of childhood.

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A simple risk assessment form is included in this guide. This has been drawn up following advice from the **'Head's Legal Guide'**, published by Croner. Tel: 020 8247 1175 www.croner.co.uk

Early years or children's settings may have 'pro-forma risk assessments' issued by an overseeing body such as their nursery chain.

Alternatively, you may want to adapt the risk assessment form we have included in this publication.

Why encourage risk-taking?

Risk-taking is part of our everyday lives. It gives us opportunities to see how far we have developed and how well we can cope.



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As adults, we often want to shield our children from taking risks and when children have health problems or are disabled, this impulse is particularly strong.

What is healthy risk-taking?

Healthy risk-taking is all about challenge. When we accept a challenge there is a chance we might not succeed, we might get hurt, or we might be upset.

We learn as children that there are things we can and cannot do. We learn to try harder, to persevere and to accept that we will not always win.

Some limited risk is a routine part of play and of growing up. As a child, there may be risks in the everyday rough and tumble of exploring our surroundings at home or outside. This is healthy risk-taking, even though parents or carers are careful to take all necessary safety precautions.

When a disabled child wants to try to be more independent, try out a new game or pastime or go it alone, we may hedge their actions with safety precautions. Some of these safety precautions are about our fears for the child and some are about our fears for ourselves. We often assess risks as if we can rule them out completely and are unwilling to subject ourselves or the children to anything that might carry risk.

There are risks inherent in life and when we work with disabled children we accept it may involve some risk to ourselves. The dignity and rights of disabled people should be our first consideration.



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The belief of risk

For example, a child using a wheelchair wants to join in a group game. We assess the risks:

- The child might get hurt by other children or by objects being used in the game
- The child might get upset because there is a lot of noise and activity
- The child might be seen as more disabled by other children and this might damage their self-esteem
- We might sustain a back injury through assisting the child out of, or back into, their chair
- If the child is hurt, their parents/carers might take legal action
- We have made a clear list of the risks, and many services decide to provide the child with an alternative, such as individual physiotherapy exercises, or a watching role.

The reality of risk

However, if we make a healthy risk-taking assessment we might come up with other answers:

- Would the child like to participate in this activity? Have they been given the choice?
- If they would like to take part, what will we have to do to make it happen?
- Are there changes to the activity we can put in place to minimise risks to them and to others?
- If we put these in place, will the risk be acceptable? (All the children are taking some risks – are his/hers significantly greater?)
- Are there actions we can take to keep risks acceptable and make this happen for the child?
- Does everyone know the steps we have taken to minimise risk and promote healthy risk-taking?

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For further information on the inclusion of disabled children in community life, please see a practical handbook, called **'The Dignity of Risk'** from the 'Council for Disabled Children'. Published in 2004, the book promotes the inclusion of disabled children in community life and is mainly intended for professionals working with disabled children and their families. The changing complexity of disability means that many children with additional needs are seen as 'too disabled' for services. The book concentrates on the background to issues including invasive care, moving and handling and physical intervention and provides practical forms and protocols to be adopted by all family support services.

ISBN: 1904787 22 3

Council for Disabled Children, 8 Wakley Street, London EC1V 7QE

Tel: 020 7843 1900

Email: cdc@ncb.org.uk

www.ncb.org.uk/cdc

To order **'The Dignity of Risk'**, please contact:

Central Books Ltd, 99 Wallis Road, London E9 5LN

Tel: 0845 458 9911

Email: info@centralbooks.com

www.centralbooks.com



Risk Assessment

FOR: (Name of child)

AT: (Location and date of visit)

Would he/she like to take part in this activity? YES / NO

1. Is there a risk or danger? (Describe)

2. How likely is this to happen? RARELY / OFTEN

3. If risk or danger did occur, how serious would it be?

4. What can be done to reduce the FREQUENCY or the SEVERITY of the risk or danger?

5. Managing the risk or danger. List who will do what and how this will be checked.

6. Is the risk or danger acceptable? YES / NO

7. When does this need to be reviewed? (Please select, describing 'other' if needed).

Daily / weekly / monthly / every term / every six months / annually / other

8. What changes in circumstances would indicate immediate review?

9. Who was involved in this risk assessment?

10. Parents / carers know and approve of the planned activity and agree to the participation of the named child? It is only possible to proceed with their knowledge and approval.

Please sign, and print name, status, and date to indicate knowledge / approval of parents / carers

Signed

Name

Status

Date



Inclusive Play

Inclusive play should be the simplest thing in the world – the one thing that all children have a right to expect – that they will be able to play freely with each other.

For so many disabled children, play is another thing they are denied because the adults around them don't know how to manage their needs. This is particularly true when disabled and non-disabled children are in a single group.

Scope has come together with the **National Network of Schools for Parents**, assisted by grant aid from the National Lottery 'Awards for All', to put together a range of simple games-playing equipment, and ideas for inclusive play activities.

All children can enjoy inclusive games, and during play they will learn new skills and acquire new knowledge. They will also have fun, make friends and share the excitement. They may arrive back home dirty, dishevelled and exhausted but with a huge amount to tell the rest of the family.

Play equipment and play ideas

Some play equipment is usually available in early years or children's settings, but we have compiled this play equipment list, described below, so that the equipment can be easily taken out and about.

In any setting, you can enhance the games played through extending the games themselves, or by adding new equipment and ideas.

If you find good ways to enhance or extend play, we would very much like to know about them at Scope Early Years so that we can distribute good ideas more widely. Please see the contact details for Scope Early Years at the back of this publication.

Sports Bag Equipment List

You may like to consult www.newitts.com

| | |
|------------------------------------|--|
| Hairdryer: | <ul style="list-style-type: none"> ● To inflate the Giant Triangle ● To play 'Hot Air Ballooning' |
| Extension Lead: | <ul style="list-style-type: none"> ● To play 'Hot Air Ballooning' |
| Bicycle Pump: | |
| Balls: | <ul style="list-style-type: none"> ● Ping pong balls ● Inflatable ball ● Fluffy balls ● Foam or sponge balls ● Reactive balls |
| Bean Bags: | <ul style="list-style-type: none"> ● Bean bag balls |
| Target Toss Mat: | <ul style="list-style-type: none"> ● With bean bags |
| Juggling Scarves: | <ul style="list-style-type: none"> ● Can be tied around bean bag balls for ease of catching and tracking with the eyes |
| Shuttlecocks: | <ul style="list-style-type: none"> ● Play includes 'Toss at a Target' |
| Parachute or Space Blanket: | <ul style="list-style-type: none"> ● See 'Just for Fun' |
| Coloured Feathers: | <ul style="list-style-type: none"> ● For blowing games and to stick to ping pong balls or attach to juggling scarves |
| Skittles: | <ul style="list-style-type: none"> ● To use in a pack with their own set of foam balls ● To use rolling along a plinth ● To roll down a tube ● To line up and knock down |
| Bath Toys: | <ul style="list-style-type: none"> ● To float, grab, squeeze, blow |
| Balloons: | |
| Giant Inflatable Triangle: | <ul style="list-style-type: none"> ● To push around, flop onto, clamber over |
| Coloured Spots: | <ul style="list-style-type: none"> ● To mark a trail or to play 'Twister' |
| Timer: | <ul style="list-style-type: none"> ● An electric timer or an egg timer can be used |

Positions for Games Playing

Walking
or
running



Rolling

Propped
over a
wedge



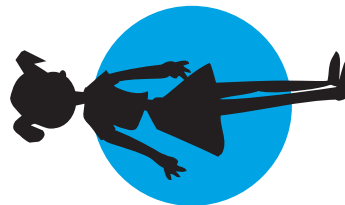
Standing

High
kneeling



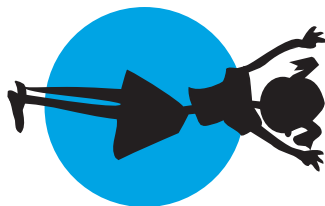
Sitting on
a chair or
a stool

Sitting
on the
floor



Lying
on back

Lying
on front



Crawling

Lying
on side



Involves
grasp and
release

Games

Popular games that all children can play and enjoy

Twist and Turn ('Twister')

Equipment required:

- Spots or other markers
- Facilitators for children, only if they need them
- Means of making music, CD player, drumbeat or voice

Play method:

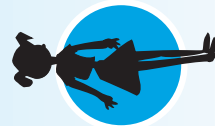
- Arrange spots on the floor so that they are in reach of the least mobile child
- Make the music start
- Children wriggle and squirm to get any part of their body onto a spot
- Music stops

Scoring if needed:

- Count the number of spots for each team

Inclusion challenge:

- More mobile children must touch more than one spot



Treasure Hunt

Equipment required:

- Spots or other markers
- Facilitators for children, only if they need them
- Balls or blocks or bean bag animals in the same colours as the spots
- Bag
- Timer
- Means of making music, CD player, drumbeat or voice



Play method:

- Arrange spots all around the floor space
- Make the music start
- Mobile children run around and find a spot when the music stops
- Less mobile children take turns to choose a coloured ball or block or bean bag animal, from the bag
- The child on the coloured spot matching the coloured object drawn from the bag, has a very short time to find the treasure
- Children are encouraged to join in with the adults, calling out 'Hotter' as the seeker gets nearer, and 'Colder' as the seeker moves further away
- If treasure is found, the child finding it returns it to his team; if not, the game is played again
- Once all the treasure is found, the game ends



Scoring if needed:

- Team with the most treasure wins

Hot Air Ballooning

Equipment required:

- Inflatable shape or over-large balloon
- Facilitators for children, only if they need them
- Hairdryer
- Extension lead
- Targets
- Timer



Play method:

- Two teams
- Children sit, kneel or stand
- One member of the team takes the hairdryer and points it at the shape or balloon
- When the time is up, the hairdryer passes to the other team
- The teams try to get the shape onto their target
- Targets can be along the floor, or along a table or plinth



Scoring if needed:

- First team to land a shape on a target wins. If neither team lands a shape in a target, the team that wins is the team that gets the shape nearest their target when the time is up

Inclusion challenge:

- More mobile children can take the shape to more distant targets

Toss at a Target

Equipment required:

- Target
- Facilitators for children, only if they need them
- Bean bags or soft toys or shuttlecocks
- Small light balls that roll easily for children propping over a wedge

Play method:

- Children are arranged in teams that are evenly matched
- Children roll, drop or toss items onto the target
- Each team either takes turns and has one go each, or they all act together

Scoring if needed:

- Objects score 'one' if they hit the target and roll or slide away, and 'two' if they stay on the target

Inclusion challenge:

- More mobile children stand further back or could do the task blindfold, or could have a target that is on a slight slope



Water Play Games

Equipment required:

In a swimming pool:

- Large bright balls
- Inflatable toys

Using a paddling pool:

- Medium-sized balls and toys

Using a baby bath, part filled:

- Bath toys
- Small light balls

Using a deep-sided tray, part filled:

- Ping pong balls
- Feathers (alone or stuck to a ping pong ball)
- Tiny bath toys

Use food dye to colour small amounts of water

- Facilitators for children, only if they need them



Play method:

- Children use any method appropriate, to move objects across the water; either to each other or towards a target or goal
- Each team either takes turns and has one go each, or they all act together

Scoring if needed:

- Children score when they move the object into the target, or into the 'goal' area

Inclusion challenge:

- Better swimmers can be challenged to move their object along a particular route



Kicking Games

Equipment required:

Outside:

- Large bright balls
- Chime balls
- 'Floating' super lightweight balls

Inside:

- Lightweight balls
- Inflatable beach balls
- Chime balls
- Soft sponge balls

Lying on mats or sitting:

- Lightweight balls
- Inflatable beach balls
- Chime balls
- Goals or goal markers
- Obstacle course markers
- Soft play shapes, such as rolls and wedges
- Facilitators for children, only if they need them



Play method:

In pairs:

- Children use their feet to move their ball to each other
- Children take turns to move the ball with their feet towards a target or goal



In teams:

- Children work together in teams to kick the ball towards a target or goal



In one group:

- Children see how long they can keep the ball moving with their feet only



Scoring if needed:

- Children score when they move the object into the target, or into the 'goal' area



Inclusion challenge:

- More mobile children can act as runners and returners to the group and score points for each return

Rolling Games

Equipment required:

Outside:

- Large bright balls
- Chime balls
- Plastic toys with wheels
- Cylinders
- Wheeled toys
- Targets

Inside:

- Chime balls
- Soft sponge balls
- Heavy soft balls
- Skittles
- Stand-up toys
- Facilitators for children, only if they need them

Play method:

- Rolling along a plinth or table
- Rolling down a slope
- Rolling down a length of tube or guttering

In pairs:

- Children roll a ball along a track to each other
- Children take turns to roll a ball down a slope, tube or guttering, to knock down targets

In teams:

- Children, working together in teams, roll a ball down and over a succession of obstacles into a goal

Scoring if needed:

- Children score when they move the object into the target, or into the 'goal' area
- Teams score points for every object knocked down

Inclusion challenge:

- More mobile children roll up slopes, as well as down



Catching Games

Equipment required:

- Reactive ball
- Very soft light sponge balls
- Catching bowls
- Target
- Facilitators for children, only if they need them

Play method:

- In pairs or teams, one child throws or drops the ball and the other(s) catch it
- Using the reactive ball, drop it and let it bounce. Then the catcher tries to catch it (Kangaroo Catch)
- Trying to hit a target with the drop, or throw of the ball, before catching it

Scoring if needed:

- Points awarded for catches made, or drops that hit the target

Inclusion challenge:

- Children with better aim and throwing ability, toss the sponge balls to their less mobile partners, who catch it in a catching bowl



Just for Fun

Mud-slide-skim

Equipment required:

- Plastic mat or sheeting
- Shaving foam
- Bathing suits
- Facilitators for children, only if they need them

Play method:

- Indoor or outdoor
- Spray foam on mat
- Slide across



Pass and Drop

Equipment required:

- Bean bags or bean bag toys
- Means of making music

Play method:

- Sit in a circle
- Pass toys around
- When the music stops, throw or drop toys onto the mat



Line 'em Up and Knock 'em Down

Equipment required:

- Skittles, or weighted painted pop bottles
- A bench
- A mat
- Facilitators for children, only if they need them
- A ball

Play method:

- Indoor or outdoor
- Line the skittles up in any position that will challenge the group of children you are with
- Throw the ball at the skittles
- Children knock the skittles down



Parachute Play

The next three games involve play with a parachute or a space blanket

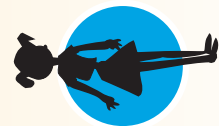
Balloon Toss

Equipment required:

- Parachute or space blanket
- Balloons
- Facilitators for children, only if they need them

Play method:

- One team holds the parachute with their mums and dads (or other adults)
- The other team throw balloons onto the canopy
- The holding team shake the canopy, while the throwing team counts
- The team that gets all the balloons off the canopy in the quickest time wins



Parachute Play

Wriggle Run

Equipment required:

- Parachute (or space blanket)
- Facilitators for children, only if they need them

Play method:

- Sitting on stools or chairs in a circle, the group are helped by their mums and dads (or other adults) to hold the parachute (or space blanket) as tightly as possible while their brothers, sisters and friends wriggle underneath
- Older more able children wriggle underneath, as adults and some children gently move the parachute (or space blanket). Once in the middle, they hold it up for others to join them



Sail Away

Equipment required:

- Parachute (or space blanket)
- Balloons
- Facilitators for children, only if they need them

Play method:

- Children lie on the ground with their balloons
- The adults and older children gently flap the parachute (or space blanket) over them making the balloons 'sail away'





Early Years

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Email: earlyyears@scope.org.uk

www.scope.org.uk/earlyyears

If you find good ways to enhance or extend play, we would very much like to know about them at Scope Early Years, so that we can distribute good ideas more widely.

Scope

You can support Scope's work in a number of ways by going to **www.scope.org.uk/support**

For information and advice on cerebral palsy, disability issues and Scope's services, visit **www.scope.org.uk** or contact **Scope Response** on **0808 800 3333**.

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About cerebral palsy.
For disabled people achieving equality.