



**MOVE  
UNITED**



**ADAPTIVE SPORTS & FITNESS**  
UNIVERSITY OF MICHIGAN

# Inclusion Matters

Inclusion matters. No matter the community or environment, it benefits us all.

Children with disabilities are not included at high enough rates and there is a need for more access to physical activity.

The power of sport is undeniable – benefits of sports not only include social skills development and sportsmanship, but self-confidence too.

References:

1. Stanford Children's Health
2. American Academy of Pediatrics





# The Facts

With 1 in 6 children in the United States having a disability we need to educate ALL children about disability awareness and inclusion so they can be allies in the disability rights movement – in their teams, schools and communities.

As of 2020, the Tokyo games included 11,483 Olympic competitors – and only 4,403 Paralympic competitors.

Youth who have disabilities not only need to be provided opportunity to be active but deserve the same representation on and off the field.

References:

1. CDC
2. Team USA

6.7 MILLION

school aged children with disabilities in the US

-US DOE 2019

74%

of parents believe it's important for their children to play with a variety of kids, including those with disabilities

-Landscape Structures, Inclusive Play Survey 2014

3 YRS OLD

the age where a child starts to develop and internalize bias towards others

-How Young Children Evaluate People With and Without Disabilities, Huckstadt and Shutts 2015

4.5 X

Youth who have disabilities are 4.5 times less active and have obesity rates that are 37% higher than other youth.

-Physical Literacy in the United States: A Model, Strategic Plan, and Call to Action, 2015

# The Playbook

- A free, 24 page, interactive workbook for children in pre-K through 6<sup>th</sup> grade.
- Provides kids with disabilities mirrors of themselves and centers the disabled voice.
- Increases awareness of disability, adaptive sports and encourages involvement.
- Move United's Inclusive Playbook was developed and reviewed over a two year period.
- The Playbook was brought to life through the involvement of K-12 educators, higher education professionals, adaptive sports providers, NGBs, youth leaders, sports and community leaders and disability advocates.
- Most important were the many voices from within the disability community that are not only featured in the IPB through the content, quotes and images, but were heavily involved in the creation and review processes to make sure that the disability awareness and etiquette was communicated properly for young kids to understand as well as centering the disabled voice..

1000+

beta testers

16

average years of  
educator experience

80+

reviewers

300+

downloaders  
during pilot year



# Suite of Materials

**FOCUS QUESTION:**  
What is a Disability?

**LESSON OVERVIEW:**

This lesson serves as a brief introduction to disability awareness, with a focus on the difference between physical and intellectual disabilities. Students will have an opportunity to ask questions about information provided in the Inclusive Playbook. In addition, the unit's activity simulates several adaptive sports.

**TEACHER BACKGROUND INFORMATION:**

Disability is a difference in someone's physical or intellectual abilities that affects at least one of their major life functions: feeding, bathing, dressing, communicating, learning, etc. Individuals with disabilities may need modifications or technology to help them complete a task. Those with limb differences might use a prosthetic; People who have poor vision can use brightly colored tape to differentiate between objects, and individuals who are deaf can have sign language interpreters help them communicate.



All text a group of athletes sitting on bleachers smiling and waving waving people from close and outdoors

**TIME: 45-MINUTE CLASS PERIOD**

**INSTRUCTIONAL RESOURCES:**

- Bindfolds for half the class, chairs (or cones, desks, etc.)
- What is a Disability [https://youtu.be/SV\\_vfmm0skI](https://youtu.be/SV_vfmm0skI)
- Disability Etiquette [https://youtu.be/nr6m39\\_Pp0](https://youtu.be/nr6m39_Pp0)
- Move United Inclusive Playbook (pgs. 5, 7, and 8)

LESSON PLAN 1 | DISABILITY AWARENESS

## Inclusive Playbook Curriculum: Instructional Strategies for Educators

Instructional guide that includes fully developed lesson plans, worksheets and PowerPoint slides that can be incorporated into classrooms and clubs, that follow both Common Core and SHAPE standards.

Name: \_\_\_\_\_ JOIN THE MOVEMENT

**ACTIVITY TAKEAWAYS**

Your Reflection:

Class Reflection:

My Goals:

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## Reflection Spots, Discussion Prompts and Calls to Action

For kids to self-learn and reflect on their communities, peers and environments in order to build awareness, challenge their own bias and call out ableism when they witness it.

**INCLUSIVE PLAYBOOK ACTIVATORS**

Need a quick engaging activity to help children learn about disability awareness and adaptive sports? Try these activities below and use the Move United Inclusive Playbook to learn more!

- The instructor creates a path for participants to navigate that is partially obstructed by several chairs, cones or desks. Participants will work in pairs for this activity. One pair will wear a blindfold and be guided through the obstacles by their partner. Instructor MUST introduce participants to best practices of guiding someone who is Visually Impaired. This includes:
  - Offering an arm or elbow for the visually impaired participant to hold. NOT taking their arm.
  - Walk at a natural, comfortable pace.
  - Maintain clear communication. Use specific instructions (left/right, small/large step etc.). The instructor should then alternate the path and the partners should switch roles. Discuss the experience of the guide. What was challenging about guiding someone with a visual impairment?
- Explain that lots of people in the school/organization are working together to think about how they can do better at including people. Their views are important and this activity is about collecting that information. Make a wallboard out of a sheet of paper with an opening for participants to "post" their papers. Have participants write responses on two separate pieces of paper and post them in to the wallboard. 1. One thing the class/school/organization does well to help people feel included. 2. One thing the class/school/organization could do better to help people feel included. Over the course of the next few weeks read responses and discuss as a group.
- Ask participants if they know what hockey is? Instructor will then show the group the video of the USA Men's Speed Hockey team at the 2002 Winter Olympic. **Paralympic Sports** Lead a group discussion to identify what appears to be the same, and what is different between hockey and sled hockey.
  - Both 6v6, full contact, score goals in opponents net, rink size, goal size.
  - Different athletes sit on sleds, shorter sticks, sticks have blades on the end to help propel themselves.
- Participants will practice tossing objects over their head and catching them in different hand formations. A variety of equipment can be used depending on participants' skills. Sources can be used for participants who are beginners since they feel steady. First, have participants toss the object with one hand and catch with two. Then, toss with one hand and catch with one and toss/catch with non-dominant hand. Later, they can try tossing and catching with alternating hands or a toss/catch. Once participants have tried a variation of these options, have participants discuss how this activity will be different for an individual with a disability and how some tasks were more difficult than others.

**MOVE UNITED** [www.moveunitedsport.org/inclusive-playbook](http://www.moveunitedsport.org/inclusive-playbook)

## Reflection Spots, Discussion Prompts and Calls to Action

Activities and games for coaches, educators, community leaders, parks and recreation professionals, and families to facilitate the use of the Playbook.



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Nombre: \_\_\_\_\_

**EL PLAYBOOK INCLUSIVO**

## Alternate IPB Copies Including Spanish & Screen-Reader Accessible Versions

For increased accessibility and usability of the Inclusive Playbook in school and/or community sport settings.

**INCLUSIVE PLAYBOOK RESOURCES**

These web-links below can be used as part of the full Curriculum Bundle lesson plan, as an extension of an Inclusive Playbook page, or a stand-alone activator activity.

- What is a Disability? [https://youtu.be/SV\\_vfmm0skI](https://youtu.be/SV_vfmm0skI)  
Link to pages 5 and 7 of the Inclusive Playbook and Lesson 1.1 of the Curriculum
- Disability Etiquette: Kids ask Questions about Disability [https://youtu.be/nr6m39\\_Pp0](https://youtu.be/nr6m39_Pp0)  
Link to page 8 of the Inclusive Playbook and Lesson 1.1 of the Curriculum
- Inclusion Stories <https://youtu.be/3G8kC28k-0>  
Inclusion Stories <https://youtu.be/3G8kC28k-0>  
Link to Lesson 1.2 of the Curriculum
- Adapted Sports Area: <https://www.usaibf.org/2020/>  
Link to Lesson 1.3 of the Curriculum
- USA Men's Sled Hockey Team 2002 Olympic Paralympic <https://www.usaibf.com/team/usaibf/2002/>  
Link to page 11 of the Inclusive Playbook and Lesson 1.3 of the Curriculum
- USA Wheelchair Football League Highlights <https://youtu.be/y8d800800>  
Link to Lesson 1.3 of the Curriculum
- 2020 Tokyo Paralympics Highlights (all sports) <https://www.youtube.com/watch?v=2m6084848>  
Link to Lesson 1.3 of the Curriculum
- Mike Shatz builds his own prosthetic leg <https://www.youtube.com/watch?v=11004000>  
Link page 9, 10, 16 in the Inclusive Playbook and Lesson 1.4 of the Curriculum

**MOVE UNITED** [www.moveunitedsport.org/inclusive-playbook](http://www.moveunitedsport.org/inclusive-playbook)

## Video Resources to Supplement Disability Inclusion Activities and Conversations

Videos created to give teachers & program providers additional tools to destigmatize disability and ensure all kids are included



# What is ASIRI?

## Adaptive Sports & Inclusive Recreation Initiative

- Embed adaptive sport in the general PE curriculum
- Main objectives are to increase awareness, knowledge, access, and participation
- Launched in 2021/22
  - All grade 6 classes in Ann Arbor Public Schools (7 schools)
- Year 2 (2022/23) served same schools
- Year 3 (2023/24)
  - Expanding to all grade 7 and 8 classes in AAPS
- Year 4 (2024/25)
  - Expanding to all middle school grades (6-8) in Ypsilanti

# What is ASIRI?



# ASIRI Format

## 1. ASIRI Curriculum

Adaptive sport lesson plans that meet the Michigan PE standards.

## 3. Abilities Awareness Events

Assemblies for students including basic disability training, adaptive sports, and an interactive ASIRI sport demo

## 2. Disability Awareness Training / ASIRI Training

In-person disability training and curriculum training for PE teachers.

## 4. Curriculum Implementation

Taught by PE teachers using the equipment and curriculum provided. In-person support as requested.





# ASIRI Lesson Plans

Each Lesson Plan includes the following:

- Lesson Rationale
- Learning Objectives
- Focus Standards (State of Michigan standards)
- Materials & Equipment
- Vocabulary
- Lesson Outline
- Lesson Opening
- Warm-up
- Instructional Activities
- How to do it at home
- Closing/cool Down



# ASIRI Equipment

- Goalball / Sitting Volleyball: blindfolds, goalball balls, spot or boundary markers, cones, volleyballs, nets
- Wheelchair Basketball / Wheelchair Tennis: sport chairs
- 7 schools, 5 equipment packages, packages rotate on a three week schedule
  - Each school will have 6 weeks total with adaptive sport equipment

# Interactive Activity



# Interactive Activity

<b>Lesson 3- Seated Volleyball</b> <b>Grade 6</b>	
<b>Lesson Rationale</b>	Students will demonstrate an understanding of the various aspects of volleyball and practice the modified volleyball exercises.
<b>Learning Objectives</b>	<ol style="list-style-type: none"><li>1. Students will demonstrate an understanding of bumping, setting, and spiking while standing up.</li><li>2. Students will demonstrate an understanding of bumping, setting, and spiking while sitting down.</li><li>3. Students will practice skills in a group and in a game setting.</li></ol>
<b>Focus Standards</b>	<p><b>(S2.1.6)</b> Creates open space by using locomotor movements (e.g. walking, running, jumping, and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace).</p> <p><b>(S1.12.6)</b> Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball.</p> <p><b>(S1.13.6)</b> Strikes with a mature overhand pattern in a non dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis.</p>

# Interactive Activity

<b>Instructional Activities</b>	<p><b>Skill Review</b></p> <p>Pass a volleyball in a group of 3 or more (sitting) and try to get as many bumps as possible without hitting the ground.</p> <p>Have students in their groups spread apart so that during their pass/bump practice they may need to work on their digs (diving for the ball defensively).</p> <p><b>Scrimmage</b></p> <p>Students will demonstrate their ability to play a seated volleyball game by working with their team to bump and set the ball from one side of the net to the other side of the net.</p> <p>Students will play seated volleyball games while understanding the rules of the game:</p>
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# EDUCATION STANDARDS

The Playbook activities in the companion instructional guide were produced by educators to meet education standards across the country and align with both Common Core and Shape standards appropriate to the age group its designed for.

## National Standards for K-12 Physical Education

### *Standard 1*

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### *Standard 2*

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

### *Standard 3*

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### *Standard 4*

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### *Standard 5*

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Note: The standards are not prioritized in a particular order.



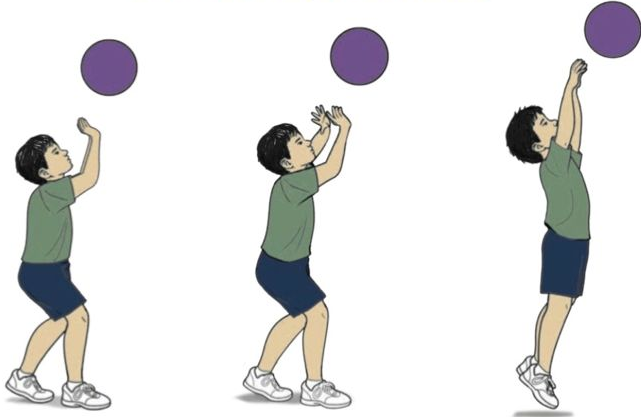
SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

# SHAPE AMERICA - STANDARD 1

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Manipulative</b>						
S1.E23 Volley, overhead	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)	Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)

## VOLLEYING (OVERHEAD)



# ASIRI Feedback Year 2

## DAT / ASIRI Training

- In-person training provided a great opportunity to make teachers feel successful in the classrooms
- Provided teachers a good starting point and understanding of what adaptive sports look like

## AAEs

- Sparked enthusiasm for students and was great for providing exposure to adaptive sports before the students learned them in class

## Future Growth

- Review equipment packages so they are age appropriate
- More advanced activities that meet skill and age level



# ASIRI Expansion

- Year 1: Serve all middle school grades in AAPS
- Year 2: Expand to middle schools (2) in Ypsilanti and introduce “ASIRI Day” to AAPS
- Year 3: Expand “ASIRI Day” to include Ypsilanti middle schools
- Expansion will be managed by a full time program manager and be supported by a full time monitoring and evaluation coordinator
- The expansion could increase the number of students and PE teachers we serve annually from approximately 1,200 and 9 to 4,700 (approximate max number) and 15, respectively



# Long Term Goals

**The Playbook will educate 1 million American children by the 2028 Paralympic Games on disability awareness and adaptive sport.**

## LA 2028

- Distribute Playbook to 1 million children through the IPB by LA2028
- Train 5,000 educators/providers with Inclusive Playbook materials by LA2028
- Send 5,000 IPB packages\* to educators and community providers by LA2028
- Train 100 communities in inclusive sport models by LA2028

## SOCIETAL IMPACT

- 90% of children using the playbook will increase their understanding and knowledge about disability
- 90% of children using the playbook will be more likely to include friends with a disability when they play sport
- 50 organizations to sign as Inclusion Champions and commit to increasing the participation of kids with disabilities in their programs.

## SCHOOL AND PROGRAM IMPACT

- Increase representation in sports and recreation of athletes and coaches with disabilities leading youth programs.
- Equip 5,000+ coaches and educators to better teach kids with disabilities

\*packages include classroom materials and/or adaptive PE equipment bundle/funding dependent



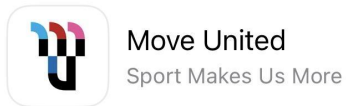
# Next Steps

- Move United Inclusive Playbook K-6
- ASIRI Curriculum 6-8
  
- As adaptive sport providers how can you interact with these curriculums?
  - Deliver the curriculum in your programming.
  - Teach others how to deliver the curriculum.
  - Connect us with schools.
  - Share the resource.
  
- Regional adaptive sport clinics
- Integration with President's Council on Sports, Fitness, and Nutrition
- Support from other collegiate adaptive sport programs

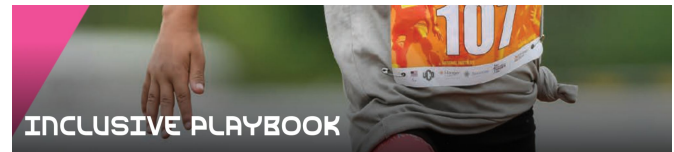
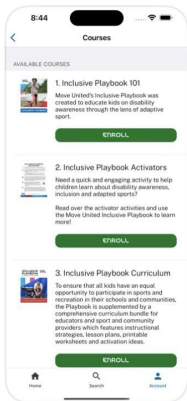
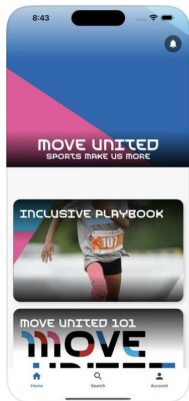


# The Education Hub

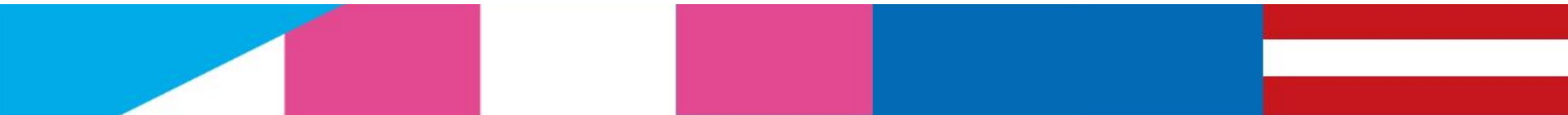
Access the Education Hub or download the App – [hub.moveunitedsport.org](http://hub.moveunitedsport.org)



GET



-  **INCLUSIVE PLAYBOOK COURSES**
-  **INCLUSIVE PLAYBOOK K-6 RESOURCES**
-  **UNIVERSITY OF MICHIGAN ASIRI 6-8 LESSON PLANS**



# Q&A



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