

# Welcome

## A brief introduction to the International Inspiration programme

Presenting London's bid to the IOC in Singapore on 6 July 2005, Sebastian Coe promised that if the UK capital was awarded the 2012 Olympic and Paralympic Games it would be a priority 'to reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport'.

In response to this vision, International Inspiration was drawn up 'to enrich the lives of 12 million children of all abilities in schools and communities in 20 countries (21 including the UK) through the power of high-quality and inclusive physical education, sport and play'.

Since 2007 the key partners in the International Inspiration programme – UK Sport, the British Council and UNICEF – have been working together to deliver an ambitious and widespread international sport development programme for the benefit of young people in the UK and across the world.

## Overview of the resource

The traditional games resources have been developed specifically to recognise each country's participation in the International Inspiration programme. They celebrate all the benefits and happiness that have come from 20 overseas countries and the UK working together since 2007, using physical education and sport to create and share innovative, high-quality practice that has developed learning in many areas and improved the lives of millions of young people all over the world.

Each International Inspiration country has selected a game that they feel best represents their culture and traditions. These 21 games are showcased in this resource for young people to play while having fun and learning more about each country's culture and traditions through PE, sport and play.



## The resource's place in the development of the International Inspiration programme so far

International Inspiration makes the connection between the three key learning and development platforms for young people: education, sport and community. The traditional games resource will support ongoing learning and development in the following ways:

**Education** – The resource can be used to help teachers (supported by young sport leaders) to:

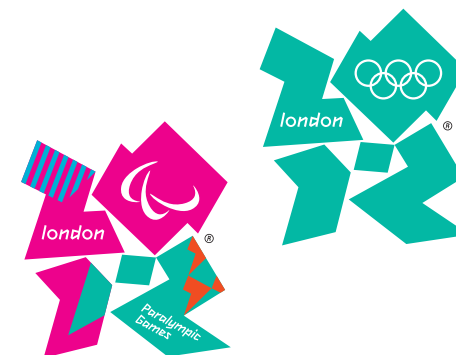
- plan, prepare and deliver high-quality curriculum PE lessons and sport sessions; and
- develop intra-school programmes and after-school activities.

**Sport** – The resource can be used by sport coaches (supported by young leaders) to:

- plan, prepare and deliver high-quality sports sessions (warm-ups, skills developments, games activities and cool downs); and
- bridge the gap between PE and sport in school to sport in the community.

**Community** – The resource can be used by community leaders/instructors (supported by young sport leaders) to:

- plan, prepare and deliver activities that will bring people closer together; and
- by children, youths, adults, parents to build communities that allow people to help and support each other to lead happier, healthier and productive lives.



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## Suggested use and implementation of the resource

This resource can be used as a tool to support the development of a 'sporting pathway' for young people that uses PE and sport to enable all young people to be the best they can be irrespective of their age, gender, ability, religion and environment. All young people should have the opportunity to experience a variety of activities and, through using this resource, young people may:

- participate to learn and develop new skills to improve their performance in PE and sport;
- lead activities and develop the competencies and skills required of good sports leaders;
- officiate in an activity and learn new skills linked to, for instance, refereeing or umpiring; scoring; timekeeping and judging; and
- organise and manage events/competitions for all age groups using the activities within the resource.

## Inclusion

### 'Think inclusive'

- All games provide excellent opportunities for inclusion, integrating disabled and non-disabled people in meaningful sporting activities.
- No generalisations can be made about the physical ability of disabled children or children with a special educational need (SEN).
- Each individual child will require different considerations and have different capabilities.
- Ask the young people about their needs and what they can do.
- Allow the young people to work together on adapting activities.
- Integration: it may be appropriate for some young people to work on a different or separate activity – discuss this openly with the group/class.



## The STEP framework

This helps the deliverer to include children with a wide range of abilities to have fun taking part in the games and to progress their learning. **NB** Consult the participant about their needs and vary or adapt the activity to enable maximum participation and enjoyment.

Space	Where?
	<ul style="list-style-type: none"> <li>– Level (height), for example a floor-based game has different requirements from a standing or walking activity.</li> <li>– Adaptation of playing area: more space gives more reaction time, less space demands higher mobility skill level, dodging, marking.</li> <li>– Length, height of a barrier.</li> <li>– Distance travelled.</li> <li>– Use of zoned playing areas to create safe areas in catch or tag-type games.</li> <li>– Nearer to partner, further away, smaller/larger target area.</li> <li>– Allow some players to start at different times or from different places.</li> </ul>
Task	What?
	<ul style="list-style-type: none"> <li>– Easier: simplify the game.</li> <li>– Harder: introduce more rules.</li> <li>– Rotate roles.</li> <li>– Allocate specific roles, for example shooter, link player.</li> <li>– Change rules to support inclusion, for example allow more lives and count some players' scores as double.</li> <li>– Be flexible.</li> <li>– Try different ways of playing, for example seated, standing, lying down.</li> <li>– Use different targets for some children.</li> <li>– Use distance hit rather than runs made to determine scores.</li> </ul>
Equipment	With what?
	<ul style="list-style-type: none"> <li>– <b>By type of equipment used:</b> balls, bats, mats, hands, bells, scarves, feet, cones, lines, hoops, planks, bench, koosh-ball, stopwatch, whistle.</li> <li>– <b>By varying:</b> size, shape, colour, texture, weight, environment, playing surface, indoor or outdoor.</li> </ul>
People	With whom?
	<ul style="list-style-type: none"> <li>– <b>By type:</b> independently, in groups, in pairs, in teams, with friends.</li> <li>– <b>People with:</b> different/same roles, different/same ability, different/same size.</li> <li>– <b>People in:</b> own space, big spaces, small spaces, restricted space, open space.</li> </ul>

## The Inclusion Spectrum

This provides guidance for the deliverer to select the activity approach best suited to including everyone in the games.

- Inclusive (or 'open') activity: total inclusion of young disabled people in mainstream activity.
- Modified activity: inclusion in mainstream activity with flexibility in, for example, the rules and game structure.
- Parallel activity: the same game or activity with children playing to their ability, for example in matched pairs.
- Disability sport activity: 'reverse integration' – non-disabled young people take part in an adapted version of an activity with their disabled peers.
- Separate activity: young disabled people experience meaningful play with their disabled peers.



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