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# handbook

## Inclusive outdoor games



"You can discover more about a person  
in an hour of play than in a year of  
conversation." - Plato



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# The Appeal of the outdoor

The activities presented in this handbook aspire to serve as a guide for anyone interested in the implementation of outdoor experiential learning as an inclusion tool. The activities are adapted for people with disabilities.

The project "Game Changer" was a training course co-funded by Erasmus+ program with the main aim to encourage the creation and adaptation of outdoor activities which meet the special needs of people with different abilities. The project took place in Sunny beach, Bulgaria and gathered 30 youth workers from 10 countries: Bulgaria, Greece, Hungary, Italy, Malta, Poland, Portugal, Slovakia, Spain and Turkey.



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## Health Growth

Center for personal and cultural development

# About Us

"Health Growth" Bulgaria is a centre for personal and cultural development of children and young people, established in Sofia, Bulgaria. The main aim of the association is to promote the integration and inclusion of vulnerable youth groups in society, including people with disabilities, mental and physical impairments, ethnic minorities, disadvantaged groups, unemployed people, youngsters from rural areas and etc. In the centre we are supporting young people in their personal development through participation in European education programs and projects in the field of education, sport, science and culture.

## Mission

Our main mission is to increase the active participation of disadvantaged young people through participating in different projects, non-formal activities, and outdoor activities and encourage them to lead a healthier lifestyle, increase their sport opportunities, activism and young people's initiative.

# Our Team

Asya Foteva  
Founder and President

Martin Zherkov  
Trainer & facilitator



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# How to facilitate a successful workshop

The act of facilitating or directing participants through a process of co-creation and active discourse to aid them in jointly achieving a certain objective is known as workshop facilitation.

To ensure that participants are directed rather than managed or controlled throughout a session, workshop facilitators must apply the appropriate skills and strategies for various situations.

## Before the workshop

- Get to know the participants.
- Define the goal.
- Decide on a certain objective.
- Don't only make plans for today.
- Be ready for anything unforeseen
- Prepare the scene
- Wrap up the check-in



Some good questions to ask yourself in the planning phase include:

- What kinds of exercises and methods are best suited for the task at hand?
- Have I taken different people's needs into consideration?
- Is there enough time for every element?
- How can I activate the participants before the physical meeting?
- What do I want the participants to leave with? What should the participants do afterwards?
- What kind of room and environment would best suit the groups' needs?
- Will we need any tools, equipment, or materials?



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# How to facilitate a successful workshop

During the workshop:

- Examine the rules
- Agenda presentation and expectation setting
- Create trust by using an icebreaker
- Facilitate, not dominate
- Encourage documentation in (multimedia)
- Evaluation of goal fulfillment
- Finalize the checkout
- Share the next steps



After the workshop:

- Draw what is the big picture and convey progress
- Engage and activate
- Ask for comments

While some would advise you to solicit feedback immediately following the workshop, we believe it is more beneficial for everyone to do so as the process comes to a close.

The participants will have had chance to reflect on how everything has come together, and they will be in a better position to determine whether or not the process was successful.



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# GENERAL INCLUSION TIPS AND MODIFICATIONS FOR:

## WHEELCHAIR INCLUSION

- Always let your students try — never assume they can't do something.
- Work with students to help them adjust to their abilities (e.g., players may hold the ball in their laps for periods of movement).
- If you notice a limitation, make new rules (e.g., if a child cannot bounce a ball, allow them to instead have to touch their wheels before having to pass the ball).
- To avoid exhaustion and blisters, limit the number of quick wheelchair movements.
- For easier maneuvering, practice sports indoors or on dirt ground (avoid grass).
- Use the STEPS principle (Space, Task, Equipment, People, and Safety) to ensure that you are considering all options for adapting lessons to include children with disabilities.

## COMMUNICATION

- Sit in a chair or crouch down whenever possible to put yourself at eye level for conversation.
- Do not speak loudly or slowly unless it is absolutely necessary to communicate.
- Before pushing someone's wheelchair, always ask permission.
- Talk to students while pushing their wheelchairs, just like you would if you were walking with a student who does not use a wheelchair.



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# GENERAL INCLUSION TIPS AND MODIFICATIONS FOR:

## VISION IMPAIRMENT INCLUSION

### INCLUSIONS TIPS AND MODIFICATIONS:

- Whenever needed, use brightly colored markers and equipment.
- Allow enough time for the visually impaired child to explore the site and become acquainted with the equipment.
- Consider a ball with bells for easier tracking in ball activities.
- Use larger and/or softer materials as needed.
- Reduce the size of the playing area as needed.
- Assign a buddy to help with group activities if necessary.

### CHECKLIST

- Are you prepared to provide the students with verbal directions about all parts of the activity?
- Is the space clear to allow for easier movement?
- Are frequently-used resources kept in the same accessible place, and labeled?
- Have you taken time to allow the child to explore in a way that's helpful for them?



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# GENERAL INCLUSION TIPS AND MODIFICATIONS FOR:

## HEARING LOSS INCLUSION

### INCLUSIONS TIPS AND MODIFICATIONS:

- Prior to speaking, get the student's attention.
- Limit auditory distractions (background noise).
- Improve speech reading conditions (avoid hands in front of the face, keep mustaches well-trimmed, no gum chewing).
- When speaking, face your students and make eye contact.
- Enunciate your words clearly.
- When giving instructions to a student who is deafeningly deafeningly deafeningly deafeningly deafeningly deafening
- Make use of visual aids (predetermined visual signals or signs, whiteboards, or visual charts).
- Exaggerating your lip movements is not recommended, but slowing down slightly may help some students.
- Use facial expressions, gestures, and body language to help communicate your message, but don't go overboard.
- Before responding, repeat others' comments and/or questions to ensure the hard-of-hearing student heard.



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# GENERAL INCLUSION TIPS AND MODIFICATIONS FOR:

## COGNITIVE IMPAIRMENT INCLUSION

### INCLUSIONS TIPS AND MODIFICATIONS:

- Repeat instructions
- Provide frequent feedback
- Break down tasks into smaller steps
- Display rules
- Prepare students for transitions
- Reduce distractions
- Buddy student up with a strong student or volunteer
- Find out the student's strengths and emphasize them
- Be flexible about expectations
- Seek advice from parents/guardians
- Be patient

### A student with a cognitive impairment may:

- Have a short attention span
- Have speech and language difficulties
- Have a range of difficulty with physical/ motor skills
- Be overwhelmed by a large amount of new information at once
- View each learning experience as new, instead of attaching new knowledge to prior learned ideas
- Behave inappropriately due to difficulty reading social situations
- Have low self-esteem



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# General tips for facilitators for group/team inclusion

- If possible, offer a volunteer buddy if extra support is needed. This gives every child the chance to work on cooperative and teamwork skills.
- When working in groups, discuss with the group what modifications are going to be made to the game, sport, or activity.
- Be prepared to field questions so that all participants understand and feel included in the process.



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In the next  
chapter we will  
present 9 inclusive  
outdoor activities



# Have you tried outdoor activities?



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# The blind line

- **TYPE OF THE ACTIVITY:** Team building and leadership skills, develops coordination, strategic thinking, gross motor and fine motor skills, creativity
- **GROUP SIZE:** 10 - 30
- **MATERIALS:** blindfolds or scarfs, small balls, cones
- **TIME:** 30 minutes
- **INSTRUCTIONS:** The participants form teams of 5. The goal of the activity for the teams is to gather as many balls as possible and bring them to the starting point for 3 minutes. The balls are situated in a field with cones which are obstacles (there could be other types of obstacles too). The participants should always stay in lines and keep physical touch like a human snake. Every participants but the last in the line is with eyes closed. The last person should navigate the rest of the group but is not allowed to speak and make noises so the group should create a 'language' which depends on touch. The communication goes like this: the last person feels the person in front in a specific way so this person then transmits the message to the next one and so on till the signal reaches the first person. The first person in the line is the only person who is allowed to touch the balls and keep them. The activity can be played in several stages and in each stage the people change positions so everybody can experience the role of the last and the first person. When there are more teams they can also be mixed. Between the stages, the participants have 2- 4 minutes to discuss what worked, what did not work and how to improve their teamwork. Inclusive activity for people with: visual and hearing impairments, cognitive disabilities



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# The wave

- TYPE OF THE ACTIVITY: Team building and leadership skills, coordination
- GROUP SIZE: 6 - 10
- MATERIALS: big bed sheets with figures made with paper tape and holes, small ball
- TIME: 30 minutes
- INSTRUCTIONS: The participants work together as one team. Their goal is to make a ball to go through the contours of a shape on a big bed sheet without falling down through the holes. They can do it by holding the ends of the bed sheet and working as a team because every participant has limited control over the movement of the ball. The activity can be played in several stages with each stage having a more complex figure.
- Options: if people with wheelchairs are playing the game, then all participants should be sitting in chairs. Prepare enough chairs for all of them.
- Inclusive activity for people with physical impairments, cognitive impairments.



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# ”Broken” chain

- TYPE OF THE ACTIVITY: effective communication skills activity
- GROUP SIZE: 5 - 10
- MATERIALS: papers, different objects, pen, a chair and a table
- TIME: 30 minutes
- INSTRUCTIONS: In the activity, there are different 'stations' each station has a specific communication limitation. One participant stays in each of the stations. The goal of the activity is to transmit specific information (name of a subject) from the first station to the last station. The first person has his eyes closed and he is only allowed to touch the object (for example a tennis racket) then he should transmit the information to the next person using pantomime without talking. The next person has to draw the shape of the object on the back of the next person with his finger, then this person has to make a picture of the object and show it to the next person who has to describe it to the last one. The last person saw the object and the facilitator showed it to them. There could be more stations and some of the stations could be repeated if more people participate.
- *Inclusive activity for people with hearing impairments, visual impairments*



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# Mirror of senses

- GROUP SIZE: minimum 10 – maximum 24 (to be even number)
- MATERIALS: Blindfolds
- TIME: 2 minutes for the first 3 stages. No time limitation for the last stage
- INSTRUCTIONS AND RULES:

1. Divide the group into 2 lines in pairs and ask them if they do have a partner (the one in front of them from the line)

2. Ask all of the participants to close their eyes.

Stage 1: Try to copy the movements of your partner using only your hands. You have 30 seconds.

Stage 2: From now on, you can use your hands, legs and head. You have 30 seconds again.

Stage 3: Take a back-to-back position and try to copy your partner's moves.

Stage 4: This stage is a contest. Each pair will have to stick one of their leg to the other one as if they have one "common leg". One of the pair removes his/her bandage and needs to guide the other one in order to go from point A to point B as fast as they can.

After they reach point B, they switch places and now the one who was blindfolded is the leading one.



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# Mirror of senses

Rule N1: If they separate their legs, they start from the beginning.

Rule N2: They have to pass through some obstacles without braking them (depends on the obstacles you prepare). If they do it, they should start from the beginning.

*Winner: The first couple who reaches from point A to point B and back to point A is the winner and they should receive a price.*

*Tips:*

- 1.To ensure that the rules are being followed, choose 2 participants who will be the referees.
- 2.Ensure a safe space without any dangers in the surroundings since the participants will be blindfolded.
- 3.Be mindful that this activity is very sensual and some of the participants might not feel comfortable to be involved.
- 4.Prior the activity ask if there are any participants who do not feel comfortable with close contact and touches (especially people with autism). If there are any, you can include them as referees or to help you with filming the activity/ taking photographs.

- *Inclusive activity for people with visual impairments*



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# Towel ball

- GROUP SIZE: Max 10 people.
- DURATION: 21 min.
- MATERIALS: 2 towers, net/rope, small ball
- INSTRUCTIONS: The participants will be divided into two teams. Each team will contain of 5 people. The game is divided into 3 sets of 7 minutes. First playing pair should throw the ball in the air and catch it with the tower 2 times and the third time throw it above the rope to the opposite team. When the first pair passes the ball over the rope to the second pair, the person on the right from the first pair goes outside of the court at the end of the line. The first person that was in the line comes on his position. While the first pair is throwing the ball in the air, the second pair should make 3 squats while holding the tower. After they receive the ball from the other team they should throw it 2 times in the throw it above the rope to the first pair. When they throw the ball to the first pair, the person on the right who is a part of a second pair goes outside of the court at the end of the line. The first person that was in the line comes on his position. In the next round when the ball is thrown across the rope, the person on the left will go in the end of the line and make the exchange with the person who was first in the line. The exchange is happening only within the people who are on the same side of the court. The teams score when the ball falls in the field of the opponent. The team that has more points for a certain amount of time wins.
- Inclusive activity for people with visual impairments



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# Spoonball

- GROUP SIZE: Two teams with ten participants each
- DURATION: Duration: flexible, approximately from 30 minutes to 1 hour
- MATERIAL: - 2 spoons, - 2 mini balls,- 5 blindfolds (could be towel, t-shirts),- 10 duplicated objects for "what am I game",- 2 ropes,- 1 pack of sticky notes,- Obstacles for driving game (people, chairs...)

INSTRUCTIONS: each team should select a participant to start. Others can line up behind. Facilitators of the game put the eye cover to the first is the winner.

1.The first game is "Driving game": two participants, one with and without eye cover, have to walk from one part to another over the obstacles. Each obstacle will have a sticky note that has to be collected by the participant. Person without eye cover directs the one who can not see to the next game. Touching the right shoulder means turning right, left shoulder means turning left, squeezing the person means going down, lifting up means jump. Pushing is regular walking. A person with eye cover continues the game while another one is waiting until his teammate finishes.

2. The second game is "Spoonball": each participant should carry spoon with a ball in their hand from the start to the next game without falling. If the ball falls down, they have to start again. When they finish they should give back spoon to the facilitators.

3. The third game is "What am I?": each participant will walk to the object. They have to guess what it is without seeing it. Time limit is 1 minute.

4. The fourth game is rope game: participants get next to the rope which is held by the facilitators. Participant should take some time to feel the rope and prepare to jump over it. The goal is to jump 3 times over the rope without touching it. If they do, they have to start again. The team that finishes all the games first wins.



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# SicPic

- GROUP SIZE: 4-6 people for each group, total 3 groups
- TIME: The game ends when each group complete their picture, approximately 30 minutes
- MATERIAL: Paper and pen
- INSTRUCTIONS:

1. Split into 3 groups, including 4-6 people

2. Make 3 lines

3. The game manager shows drawing secretly one by one to the people at the line. These drawings are parts of the bigger picture.

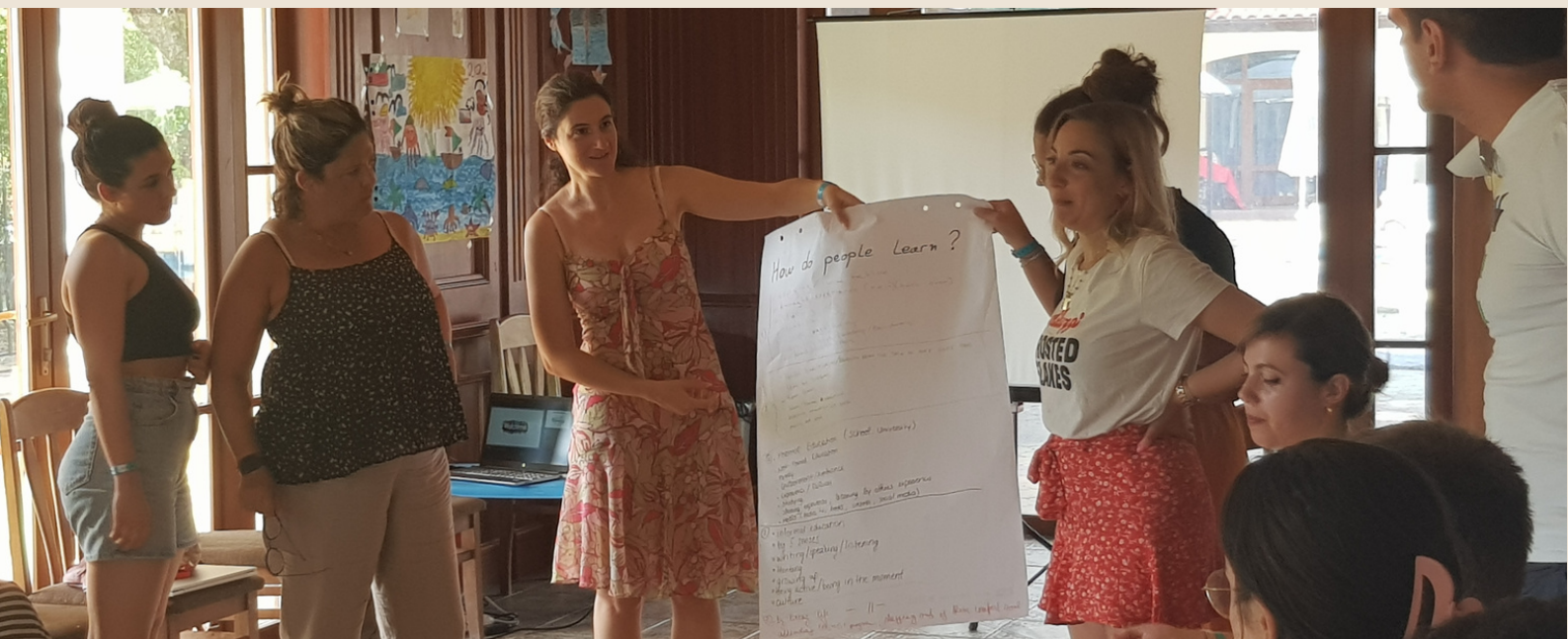
4. Then the first participant draw it to the persons back who stands in front of him. Everybody continues to draw participants backs, they have to transfer the drawing to the last participant.

5. The last participant should draw it on the paper, but while going to the paper he/she should do exercises.

6. After all, the participant who finishes the drawing, goes to the end of the line, she/he also do exercises while doing back.



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# SicPic

## Exercises:

- First people of both lines are supposed to do Jumping Jack
- Second people of both lines are supposed to do squats
- Third people of both lines are supposed to do bear walk
- Fourth people of both lines are supposed to do jump on one foot
- Fifth people of both lines are supposed to do walk backwards
- Total point of the game is 3 points.
- 1 for speed. (Who complete the drawing first)
- 1 for the most similar drawing to the original one.
- 1 for the guessing the drawing correctly.

## Tips

- This is a game that aims to improve teamwork skills. Trust your senses and have fun!



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# PSC – Pair squat challenge

- GROUP SIZE: 5 pairs formed by 2 people, stick together by hands being supervised by 5 juries
- DURATION: 5 minutes with a goal of 50 squats.
- MATERIALS: 5 balloons for each pair. The couple should not let the balloon fall from between their foreheads.
- INSTRUCTIONS
  - The participants must hold their hands together during the game.
  - If they break their hands, that will lead to disqualification.
  - The pair must keep the balloon between their foreheads.
  - If the balloon falls on the ground, the number of squats will be restarted. The squats must be done simultaneously from both participants.
- TIPS
  - The pair must take their own pace during the challenge.
  - Have fun.



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# THANK YOU

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