



Upside-down *Inclusion*

HIGH SCHOOLS
2018-2019

This document has been updated by Naomie Doirilus on August 24th, 2018.
animation@sportsaveugles.qc.ca
514 252-3178 extension 3716

Table of contents

1. Summary of the project.....	2
1.1 Our goals.....	2
1.2 Three different sports	2
2. Participants.....	4
2.1 People targeted by these activities.....	4
2.2 Contraindication	4
3. Spatiotemporal organization.....	4
3.1 Places	4
3.1.1 Important points relative to safety.....	4
3.2 Time.....	5
4. Human resources	5
4.1 From the ASAQ.....	5
4.2 From the school and the school board.....	6
5. Material resources.....	6
4.1 Furnished by the ASAQ	6
4.2 Furnished by the school.....	6
6. Description of a session	7
7. Costs and membership card.....	8
8. Recognition of efforts	8
9. Project evaluation.....	8
9.1 Students' part.....	8
9.2 Physical education teacher's part.....	9
9.3 Activities organizer's part.....	9
Annexes.....	10
A. Picture showing the type of duct tape necessary to the activity.....	10
B. Goalball court plan.....	11
C. List of blind soccer adaptations.....	12
D. List of blind tennis adaptations	12

1. Summary of the project

It is with great pleasure that the Association sportive des aveugles du Québec¹ (ASAQ) offers to come to your schools to organize sports activities. We want to bring goalball, blind soccer and blind tennis in classes including at least one blind or visually impaired student so that we can initiate kids into these sports.

1.1 Our goals

With this project, we pursue the idea of a ***reversed inclusion*** as we'll encourage the students to discover and try goalball. This sport has been invented expressly for people living with a visual disability. They will also discover two adaptive sports. The partially sighted and blind students **will have the possibility to be part of a team in their own school.** Furthermore, the project *Upside-down Inclusion* intends to:

- make the kids and teenagers move and contribute to the development of their physical abilities
- make the schools and students aware of the fact that visually-impaired young people can practice sports too
- diversify the sports played at high schools
- encourage socialization and stimulate team spirit

1.2 Three different sports

About **goalball**:

*The goal of the game is to roll the ball with bells in it at the highest speed possible so the opposing cannot block it before it gets in the net.
The players in defensive position go to the ground and lay on their side*

¹ Meaning Sportive Association of Blind People in Quebec.

*to try to stop the ball. If it totally crosses the opposing rectangle, it is a goal.*²

If one of the players stops the ball, he can throw it back or pass it to a teammate. Six participants divided in two teams play on the field (refer to *annex B*) while four other students are goal judges. During that time, the rest of the group attends the game as spectators. In rotation, each member of the group gets to try this sport and be a goal judge.

Blind soccer is soccer adapted for visually impaired people. Although there are certain differences, the rules are quite similar to the FIFA rules. The players use verbal codes during the game, for example "Voy!" meaning "I am here!". The students will play five on five on the field. Except for the goaler, everyone will be blindfolded. The adaptations are listed at *annex C*.

Blind tennis has been adapted from ordinary tennis and is originally from Japan. In fact, a blind student named Miyosho Takei formulated this concept in 1984. His goal was to play tennis against sighted partners. The participants play with blindfolds, ski goggles or a vision modifier. Their level of vision influences the number of rebounds authorized. This means that the ball used for the students playing with a blindfold or blind students can rebound three times while the ball used for the students seeing a little bit can rebound twice. All the adaptations required by blind tennis are listed at *annex D*.

² Taken from the document *Le goalball* written by Nathalie Chartrand (2003). Translation from French by Naomie Doirilus

2. Participants

2.1 People targeted by these activities

This project is intended for teenagers from anglophone and francophone high schools. It is for students that are blind or partially sighted, as well as their own classmates. Their experience of sports may be different: some practice sports regularly, others may even have already tried one of the sports mentioned above.

2.2 Contraindication

The students suffering from glaucoma (if not under control) or retinal detachment will not be able to play goalball. The numerous contacts with the ground or with the ball may affect their vision. It will be important that we are informed of any particular physical condition a student may have. Depending on the case, the practice of goalball, blind soccer and/or blind tennis may be discouraged.

3. Spatiotemporal organization

3.1 Places

The activities will take place at the school gymnasium. Silence is absolutely necessary during the practice of these sports. Since the participants won't be able to rely on their vision, hearing will be precious to know where the ball is, what the teammates are saying and what is happening in the game.

3.1.1 Important points relative to safety

The fields must be clear of unused objects since they may cause someone to fall. The activities organizer will be present during the entire activity and will show the proper techniques and positions to students in order to prevent injuries. In addition, periods of time could

be devoted to warming up and stretching if the duration of the activity and the number of students allow it. Once again, silence in the gymnasium will be essential because it helps players to focus, to reduce the risk of collision and to protect themselves at the right time.

3.2 Time

Our activities will occur at physical education classes. During the activities, many rotations will allow students to experiment the roles of players, goal judges, guides and spectators. The duration of a game between the rotations will vary as it will depend on the length of the course and the number of students (as well as the number of available badminton fields when it comes to the blind tennis). The activities will necessitate the entire period of physical education (approximately one hour). As for frequency and the number of sessions per class, they will be determined once we will have the number of participating classes. For instance, we could come in a class one per week or twice per month and alternate the sports.

4. Human resources

4.1 From the ASAQ

Naomie Doirilus, activities organizer and community worker at the Association sportive des aveugles du Québec, will organize the activities at the schools. She will be accompanied by the executive director Nathalie Chartrand for a few sessions. Nathalie knows a lot about goalball: she received a bronze and a gold medal as a Paralympic athlete in Barcelona and Sydney.

4.2 From the school and the school board

The person responsible of physical education working at the school board will approach the schools and teachers of groups where a visually impaired student is integrated and inform them about the project prior to our visits. The physical education teacher will be present during the activities. She or he will therefore be able to try this sport again with the students without our presence.

5. Material resources

5.1 Furnished by the ASAQ

The activities organizer will bring:

- Rope to delimit the court
- Blindfolds and/or ski goggles and/or vision modifier
- Goalball, blind soccer or blind tennis balls

5.2 Furnished by the school

- Duct tape (to place on the rope in order to enclose the game area)
- Silent gymnasium where there is no other activity at the same time
- Knee and elbow protectors, if available
- Court of the size of a volleyball field for goalball activities, badminton courts for blind tennis, court of approximately 20 m x 40 m for blind soccer

6. Description of a session

Considering that the duration of physical education classes and daycare periods differs from one school to another, the session as well as the duration of each stage will vary according to the time allocated to the activity. Warm-up and stretching periods may or may not be added, at the discretion of the activity facilitator.

Here is a typical activity session:

1. Introduction by the ASAQ's leader of activities: the history of goalball and the characteristics of this sport, explanation of the rules, question and answer period
2. Warm-up
3. Formation of teams
4. Play time for the students and their physical education teacher. Rotations so everyone can participate.
5. Practical exercises to work on specific skills, for instance : develop a sense of direction on the field while being blindfolded, throwing the ball adequately, stopping the ball while protecting the face and recognizing the location of the ball using the sound it produces...
6. Stretching
7. Short discussion about the activity, feedback (refer to point 10 *Project evaluation*) and conclusion

7. Costs and membership card

This activity is free of charge for classes including at least one teenager with a visual impairment. The ASAQ can lend equipment, such as a ball, as needed. Travel expenses may however be required for events taking place outside Montreal. Following their introduction to goalball, and with the approval of parents, the students will have the opportunity to register for the mini goalball tournament organized each year by the ASAQ. To participate in the tournament, however, students must pay \$ 15 to become a member of the association.

8. Recognition of efforts

During the activities, the ASAQ activities organizer and community worker will use positive reinforcement with the students. A goalball, blind tennis or blind soccer tournament for teenagers may be organized by the ASAQ during the year. The students from Secondary 1 to Secondary 5 who would have practiced these sports will have the possibility to participate. This friendly competition could not only motivate the youngsters during sessions but also encourage them to be physically active and to show their abilities. The atmosphere will be friendly since the families and friends are welcomed to assist to the matches.

9. Project evaluation

9.1 Students' part

At the end of the activity, the activities organizer will ask questions to the students to know what they think about the session, if they enjoy it or not and wish to play goalball, blind soccer or blind tennis again.

9.2 Physical education teacher's part

A short evaluation form or survey will be sent to the teacher by email. It will allow us to know his or her appreciation of the session and if he or she is interested to receive us again in his class.

9.3 Activities organizer's part

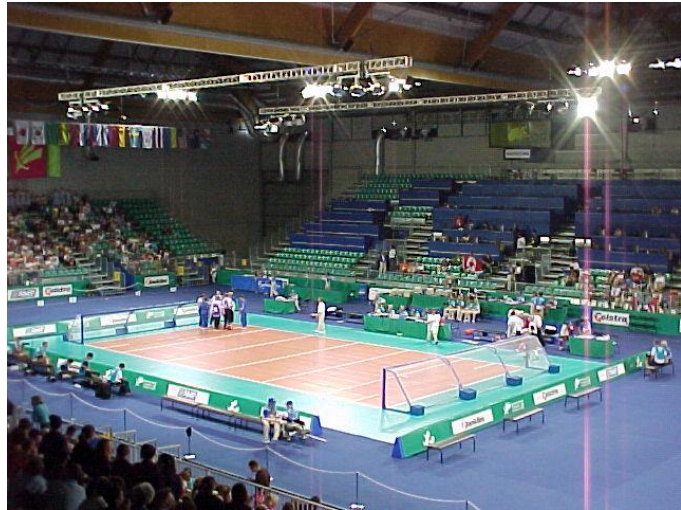
The activities organizer will write a record after each session and make changes if needed.

ANNEXES

A. Picture showing the type of duct tape necessary to the activity



B. Goalball court plan



***	1.5m				1.5m	****
***						****
***						****
G						G
O	— 15cm				— 15cm	O
A						A
L	— 0.5m —		<i>Neutral zone</i>		— 0.5m —	L
***						****
***	— 15cm				— 15cm	****
***						****
	1.5m				1.5m	
	Player's zone				Player's zone	

C. List of blind soccer adaptations

- This sport is played on a smaller field than regular soccer fields (comparable to a handball field).
- The borders of the court are made with a rope. Small bells are attached to it.
- Two teams of maximum five players oppose themselves on the field (instead of seven, nine or eleven players).
- Since the players cannot see, a ball with bells in it and hearable signals are used.
- If the players aren't totally blind but are partially sighted, a contrasting ball is preferred.
- The goaler is sighted.

D. List of blind tennis adaptations

- The ball makes a distinctive sound when it is hit and when it rebounds thanks to the internal device.
- Balls will be offered in different choices of colors so it is possible to choose the one that contrasts the most with the environment (walls and floor).
- The court is smaller than a regular tennis court.
- The shaft of the racket is shorter than the one usually used (it is a junior size racket).
- More rebounds are allowed (up to three).
- The players must say "READY" and "YES" before starting a game.