



TOP TIPS TO INCLUDING EVERYONE AT CLUB TRAINING SESSIONS

Using the Activity Inclusion Model (AIM), this factsheet provides guidance on how to include everyone if there are different levels of ability among a group of athletes.

Open activities – Everyone can play

Everyone does the same activity with minimal adaptations, and the activity suits every participant. For example, warm-up or cool down, and co-operative or unstructured movement games (like collecting games).

Modified activities – Change to include

Everyone performs the same activity, but the rules, equipment or area of activity are adapted to include all individuals, regardless of ability (see STEP tool on page 2).

Parallel activities – Ability groups

Participants follow a common activity theme, but do so at their own pace and level by working in groups based on their abilities. For example, two groups can play a seated and a standing version of a game. Remember, abilities can change dependent upon the activity.

Specific activities

On occasions, it may be better for a person to work individually to practise specific sports competencies to enable successful integration into a game situation with the rest of the group. Or athletes may need to train separately to prepare for a competition.

There are four factors which influence inclusion for each participant; **ability, activity, impairment** and the **environment**. The greater the impact of each factor, the greater the likelihood that modified, parallel or specific activity will be required.



The AIM model could provide the basis of an entire training session, as follows:

- Open warm-up
- Parallel groups
- specific activities to enable more successful re-integration into an activity
- a disability sport activity can be introduced to allow participation of disabled and non-disabled people together
- Open cool-down to conclude.

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Disability sport – adapted physical activity

This is 'reverse integration' where non-disabled people are included in disability sports together with disabled peers. For example, using Paralympic sports/events as a basis for an inclusive game. Reverse integration sessions improve attitudes towards disability sports and raise the self-esteem of disabled participants who may have proficiency in these activities.

The STEP tool

The STEP tool is a simple system for adapting physical education and sport activities so that everyone can be included and participate together. It can be used to help organise thinking around activity modification in support of the AIM model or as a stand-alone tool. For example, changes can be made to an activity where there are:

- children and young people of different ages
- disabled and non-disabled people in the group
- girls and boys participating together.

Changes in the way the activity is delivered can be made in one or more of the STEP areas (Space, Task, Equipment, People). This simple system helps practitioners to adapt the sport, game or activity for different abilities and ages.

STEP examples

Space – increase or decrease the size of the activity area; vary the distance to be covered to suit different abilities or mobility levels; use zoning, e.g., where participants are matched by ability and therefore have more opportunity to participate.

Task – ensure that everyone has equal opportunity to participate, e.g., break down complex skills into smaller component parts if this helps participants to more easily develop skills; ensure there is adequate opportunity for participants to practise skills or components individually or with a partner before including in a small-sided team game.

Equipment – increase or decrease the size of the equipment to suit the ability or age range of the participants or depending on the kind of skill being practised; provide options that enable people to participate in different ways, e.g., using a javelin ball to grip better, a wheelchair to move; the use of bell or rattle balls can assist the inclusion of some players.

People – match participants of similar ability in small-sided or close marking activities; balance team numbers according to the overall ability of the group, i.e., it may be preferable to play with teams of unequal numbers to facilitate inclusion of some participants and maximise participation of others.

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