Purple Orange | Together We Learn

Together We Learn is funded by the Department for Health, Disability and Ageing

Together We Learn

Class Project 2: Inclusive Play



Together We Learn

Together We Learn is a two-year project by JFA Purple Orange designed to promote positive and inclusive attitudes towards people with disability among primary school children, their teachers, and the wider school community.

Through co-design with educators, families, and people with disability, we have created a unit of work on disability for teachers to deliver in upper primary classrooms across Australia. The project aims to spark meaningful conversations, highlight the benefits of diversity, and support young people to see inclusion as everyone's responsibility.

The unit plan also includes videos of young people with disability to show in the classroom, and resources to assist teachers to present the content.

This content is aimed at Year Level 5 but can be modified for other years. The curriculum links are taken from the Year 5 sections of the Australian Curriculum, V9.

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Class Projects

Our Class Projects are designed to be run in your classrooms after doing the Introduction to Disability lessons.

These projects might take place over several lessons, depending on the resources available. We have given a rough outline of each with suggested curriculum links and resources.

While the layout of the lessons and projects is written this way, it is up to teachers to decide how this works for their classrooms. We want to provide the materials for teachers to teach confidently about disability.

Resources for this class project can be found on our website.



The Introduction to Disability lessons can be found here:

Lesson 1: Disability Is ...

Lesson 2: Models of Disability

Lesson 3: Accessibility Is ...

Lesson 4: Including Everybody

Class Project 2

Inclusive Play

In this activity, students take what they have learned about making things more accessible and inclusive and create or design a new game that can be played in different ways or modify an existing game.

The outcome could be that each of the small groups in the class develop their own game (whether that is a sport, a PE game, a board or card game, or a puzzle game) which is more inclusive and accessible.

Group Assignment: Designing an Inclusive Game

In small groups, design a new game or modify an existing game. The aim is to make it more accessible for more people.

Games could be (choose ONE of these or come up with another):

- Boardgame
- Video game
- Card game
- Classroom game, like Heads Down Thumbs Up
- Playground game, like Chasey or Duck, Duck, Goose
- A sport.

Discuss your idea with your group and decide on a game to create. Show your idea to your teacher before you create the game to make sure you are on track.

Present the game design to your class and explain what makes it more accessible for more people. If possible, have us all play your new game!

Learning intentions

Students will learn about inclusion and how to be an ally. They can use these skills at school and in the community.

Students will think about accessibility and inclusion from the start.

Learn how to modify play to be inclusive.

Students should be able to state:

- What they considered when designing their game
- What changes they made to make their game more accessible to more people
- If there are any other changes they could make to their game in the future.



Curriculum links

Australian Curriculum V9: ACARA - Curriculum

Year 5 Health and Physical Education

General capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

Understanding ethical concepts and perspectives - Examine values, rights and responsibilities and ethical norms, Level 4 (Years 5-6): describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues.

Learning through movement

AC9HP6M08

Devise and test alternative rules and game modifications to support fair play and inclusive participation

AC9HP6M09

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

Project steps

Set up lesson

Brainstorm all the games or sports people in the class are currently playing.

Have them discuss what is and isn't accessible about those games.

Think of ways to make the game more accessible.

Design the Game

In small groups, have the students design their game. They only need to use pictures and words to describe the game. If there is time, they could create models of the physical pieces of a board game or the equipment they would use in a sports game. But this design is mostly in theory.

The aim is to make the game more accessible. Questions for the class could include:

- What senses does someone use to engage with your game? Can they use alternative senses? (For example, hearing, seeing, touching; if your game involves calling and listening, is there a way to communicate for Deaf people? If your game involves looking at particular colours, is there a way for people who are blind or have low vision to play your game?)
- How do you teach people the rules? Are there a few different ways people could learn the rules? (For example, verbal explanations, written text, pictures to explain the rules.)
- How physically fit does someone need to be? Could you modify the game to be more inclusive for anyone who needs more time or has limited mobility?

Optional:

Explore this resource about how to modify games to be accessible: https://www.ausport.gov.au/schools/resource-hub/sports-ability/using-tree

Look at ways that Mattel are making their games more accessible: https://www.fastcompany.com/91146946/mattel-is-making-its-games-colorblind-accessible

Playing the Games

Plan how to present the game to the class.

- Is there a way for the class to play the game?
- How will you explain the rules?

Reflective lesson

Reflection can be written or verbal depending on what skills you'd like to build.

- What is accessible about your game?
- What could be done to improve it and make it more accessible for more people?
- Did you get any feedback from the class?
- Was the game fun?

Differentiation

Support: If choosing a game to modify or create is a barrier, students could be assigned a game to modify, for example:

- Connect 4
- Scrabble
- Hangman
- Handball
- Dodgeball.

Extension: Review the Universal Design Facts for Kids. Have them use this framework to do the reflection.

Resources to support teaching and learning

Including Everybody

Five great accessible games to enjoy at home | Vision Australia

Home | Accessible Games Initiative | Discover Ways to Play

Universal Design Facts for Kids



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