**INCLUSIVE GAMES FROM AROUND THE WORLD**

**Elise E. Zimmerman, M.S., N.B.C.T.**

**Los Angeles Unified School District**

**Dwan M. Bridges, Ph.D., C.A.P.E.**

**California State University, Los Angeles**

**ZaNean McClain, Ph.D.**

**California State University, East Bay**

**Impact of Inclusion:**

The expanding diversity of the student population and the high prevalence of students with disabilities reflect the need in our schools for inclusion practices, along with federal mandates. Inclusion of students with and without disabilities provides opportunities for teachers to design a curriculum that meets the needs of all students in a successful, satisfying and safe environment. Inclusion practices lead to lifetime skills that allow students to live, work and play harmoniously with people who have an ever widening range of personal characteristics that reflect their culture, gender and ethnicity.

**Purpose of the Session:**

Disabilities are not cultural or ethnic specific but inclusion of cultural phenomenon impacts individuals with disabilities. The purpose of this session is to provide a multicultural perspective of games from around the world. Another purpose is to demonstrate that any game can be modified for an inclusive classroom. The program content will consist of approximately nine games for attendees' participation in the session. The games will span from elementary to secondary grade levels and provide disability specific strategies for inclusion. At the end of the session, participants will have an opportunity to share their ideas on modifications of games for inclusion.

**Strategies of Cultural Phenomenon for Inclusion:**

1. Incorporate games with a common goal that allows cooperative play among students

2. Select a myriad of activities that allow students to participate in exchanging roles of leadership and following behaviors

3. Identify the origin and history of the games to enhance the cognitive domain of the students

4. Incorporate games that focus on the social development of participants in the affective domain

5. Incorporate activities into the curriculum that represents all cultures

**Strategies for Modifying Games for Individuals with Disabilities:**

1. Expand means of communication and instructional strategies to teach the games

2. Adapt rules when necessary to level the playing field

3. Modify equipment for all students in the game

4. Use peer tutors to encourage assistance and to reinforce the game structure

5. Adhere to a safe environment for all students

**Sample of Games:**

The following list of games is intended to serve as a sample of potential games that can be modified for an inclusive setting. During the session, participants will be provided with specific information for modifying the games for children with special needs while engaging in activities.

**Games Origin**

Arquitios (Little Arches) Peru

Ball in Boxes Jamaica

Beanbag Smash South Africa

Bocce Italy

Claudia Berni Italy

Grasshopper Peru

Hit the Ball Japan

Hit the Penny South America

Hoop Soccer Australia

Nsikwi (Bowl-A-Ball) Africa

Pie Kalah Liberia

Piggy Back Polo Botswana

Robots Germany

Stations Ceylon

**Modifications for Inclusive Games**

In a previous conference, we modified the game of Bocce from Italy in order to meet the needs of two different populations. We discussed using a small ramp, instead of rolling the ball for children that had limited mobility or children that are non-ambulatory. An auditory device could be used, such as a bell to provide a cue as to the direction of the pallina ball for children with visual impairments. A second game that we modified is called Catch the Dragon's Tail from China. This game could be played with multiple dragons as a modification for children with special needs. Another change that can be implemented is to introduce various locomotor movements instead of running in order to slow down the speed of the game. These changes can be utilized for children on the autistic spectrum, cerebral palsy, intellectual disabilities or children with specific learning disabilities.