

# INCLUSIVE ACTIVITY GUIDE



BRITISH  
DODGEBALL

## 1. INTRODUCTION

Dodgeball is one of the most popular school sports, with over half a million young people playing each week (Sport England Active Lives Survey, 2019). There are over 14.1 million disabled people in the UK, including 8% of children and 19% of working age adults (Department for Work & Pensions Family Resources Survey, 2018). Recent studies show that people with disabilities are twice as likely to be inactive as non-disabled people.

It is one of our core beliefs that everyone deserves the opportunity to enjoy the benefits of playing dodgeball, therefore it is extremely important that coaches, teachers and leaders ensure that any dodgeball-related activity is delivered in an inclusive manner. This will ensure that all participants (not just those with disabilities or additional needs) feel welcome, included and challenged at the right level, meaning more will ultimately engage in physical activity on a long-term basis. This document provides guidance to inform you of inclusive delivery methods.

For further training in the inclusive coaching of dodgeball, you can sign up to an introductory online course or the Level 1 Award in Coaching Dodgeball online course on the [coaching course section](#) of our website.

## 2. SCOPE OF DISABILITY DODGEBALL IN THE UK

Dodgeball is a relatively new sport in the UK, with the first official match being played in 2005. As such, there is not yet an official framework for disability dodgeball competitions for all types and categories of disability. The development of a comprehensive disability competition framework is a future goal for British Dodgeball.

## 3. INFORMAL DISABILITY RULESETS

Although these have not yet been thoroughly trialled in appropriate settings and developed into official competition rulesets, there are a number of suggested ways which coaches, leaders and teachers can adapt dodgeball-related activity to suit those with disabilities. As when leading any dodgeball-related activity, the safety of participants should be paramount and should be led by qualified individuals only. Three suggested variations of competitive disability dodgeball are listed overleaf.

## 4. EQUIPMENT USE

British Dodgeball recommends size 1 foam dodgeballs for under 11's, size 2 cloth dodgeballs for under 15's and size 3 cloth dodgeballs for under 17's and adults. It may be more appropriate for those with a disability or additional need to use the size 1 foam dodgeballs because they are easier to grip, leading to a more engaging game. All balls can be purchased on the [British Dodgeball shop](#).

## WHEELCHAIR DODGEBALL

The British Dodgeball Wheelchair Dodgeball structure is defined for players using a manually powered wheelchair.

### Rule Adaptations

- The game is played by 3 in a team with a squad of 5.
- Front wheels on wheelchair can cross the middle line during the opening rush.
- No part of the body or wheelchair can cross the side or back lines of the court when dodging a throw, if they do then that player is out.
- Shots below the knee do not count.
- Parts of the wheelchair above the knee are classified as “body” so are a valid target.

## DODGEBALL FOR THE BLIND AND VISUALLY IMPAIRED

British Dodgeball follows the International Blind Sports Association (IBSA) classification of vision, widely used throughout the Paralympics.

### Rule Adaptations

- The game is played by 3 in a team with a squad of 5.
- Both teams have one sighted coach on the outside of their court offering guidance.
- Players who drop a catch are not out if they catch it after the ball bounces once, however the opponent who through the ball is also still in.
- Players who step out of the court have their colour and number shouted by an official, who gives them 2 seconds to step back into the court.
- If a player crosses any line with two feet, they are out.
- All players MUST wear black out goggles.
- Balls contain ball-bearings so they make sound when thrown.
- Court is marked out by thick tape marking, which can be felt underfoot and by hand.

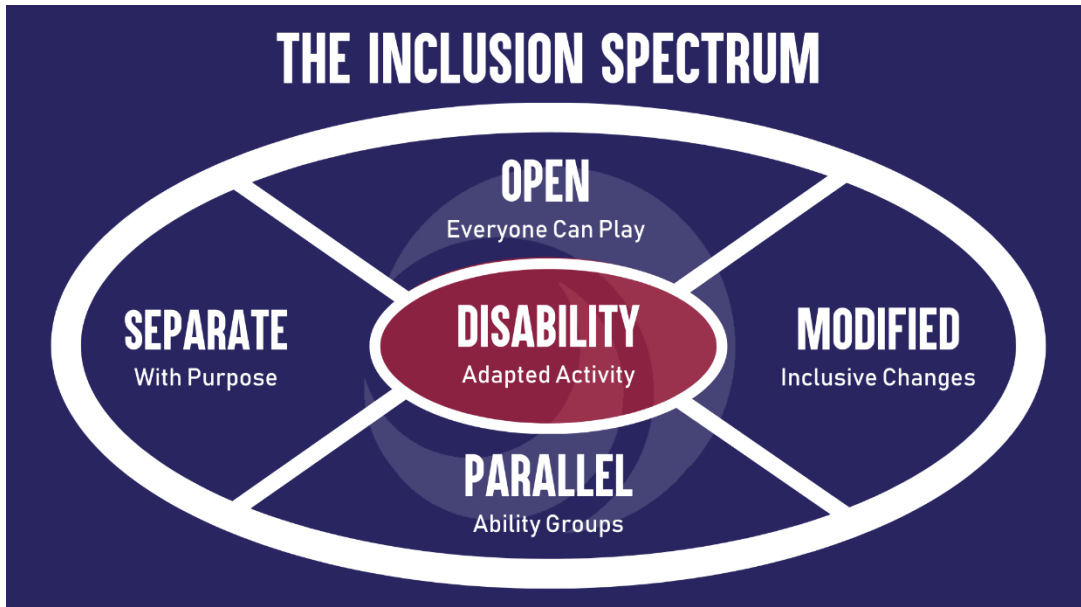
## DODGEBALL FOR THOSE WITH CEREBRAL PALSY

Cerebral Palsy matches are accessible to players who are classed as ambulant and therefore within the Cerebral Palsy classification spectrum of 5-8, or alternatively through following the Paralympic classification T35, T36, T37 and T38. Players in T31, T32, T33 and T34 are wheelchair users. It is recommended that in all cerebral palsy matches the participants compete against players in the same classification as themselves in accordance with Paralympic athletic events.

### Rule Adaptations

- There are very few rule adaptations and the game is played mainly using mainstream rules.
- Players may put both feet over the middle line to collect a ball during the opening rush, in order to assist players with hemiplegia.
- Matches are contested over a standardised 6 games.

## 5. ADAPTING SESSIONS TO BE INCLUSIVE



Coaches, leaders and teachers should use a suitable activity type from the inclusion spectrum above when delivering all dodgeball-related activity.

- **Open:** An activity based on what everyone is capable of doing, therefore ensuring everyone in the group is able to take part.
- **Parallel:** Everyone participates in the same activity, but they are organised into groups with the activity set at a level suitable for each group.
- **Modified:** Participants will take part in the same activity but in different ways. Small changes will be made to the activity based on a participant's skill level.
- **Separate:** Some activities may be totally unsuitable for some people so separate activities are ideal. When a separate activity is provided, it must be purposefully planned to benefit each individual.

### STEP Principle

The STEP Principle allows you to consider how to quickly make changes to activities to better ensure participants are challenged and supported at the right level. This also allows your practice to become more inclusive.

- **Space:** Alter the position of pupils in space. If pupils are struggling to catch a powerful attack, increase the space between them and the attacker.
- **Task:** Alter the requirements of the task. If pupils find it too easy to catch from multi-ball attacks, see if they can only catch low balls aimed below the waist.
- **Equipment:** Alter the equipment used. If a pupil with motor issues struggles to hold a cloth ball in two hands to block with, give them a size 1 foam ball instead to use.
- **People:** Alter the people involved. This can mean changing the number of attackers in a task or grouping people by ability levels.