



Appendix C:

Sport Modifications

Children and youth who are blind or partially sighted have the ability to participate in numerous sporting activities. In some situations very little modification to the activity may be needed, while in other cases, moderate to considerable modifications may be required, based on the child's vision loss, physical activity level and the sport itself.

Athletes who are blind or partially sighted compete within the sight classification system developed by the International Blind Sports Association. To ensure fair competition, athletes compete in a sport under one of the following three sight categories:

- B1** – From no light perception in either eye to light perception, but inability to recognize the shape of a hand at any distance or in any direction
- B2** – From ability to recognize the shape of a hand to a visual acuity of 2/60 and/or visual field of less than 5 degrees
- B3** – From visual acuity above 2/60 to visual acuity of 6/60 and/or visual field of more than 5 degrees and less than 20 degrees.

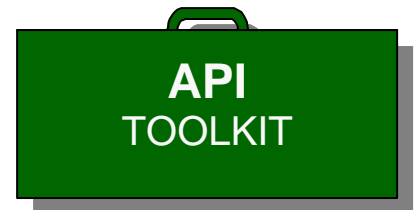
These classifications will be useful if teaching or coaching a child or youth who wants to be involved in sport competition.

The following guide provides a list of activities that people who are blind or partially sighted may have the potential ability to be active in.

The guide provides some suggestions on modifications to the sports and activities listed above. These materials have been adapted with permission from "Active Living Through Physical Education: Maximizing Opportunities for Students Who are Visually Impaired", Canadian Council of the Blind, 1993 and; Active Living Alliance for Canadians with a Disability (ALA) website.

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Activities:

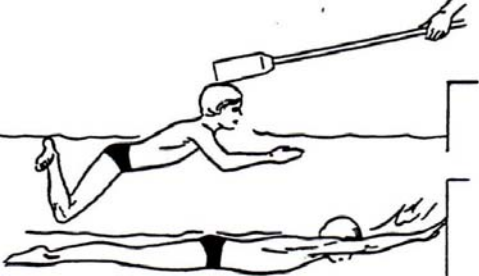
<p>AQUATICS (pages 3-4)</p> <ul style="list-style-type: none"> • Aquasize • Diving • Swimming • Synchronized Swimming • Water Polo 	<p>DUAL ACTIVITIES (pages 14-15)</p> <ul style="list-style-type: none"> • Badminton • Racquetball • Showdown • Squash • Table Tennis • Tennis
<p>DANCE (page 5)</p> <ul style="list-style-type: none"> • Modern Dance • Folk and Square Dance 	<p>GYMNASTICS (pages 16-17)</p> <ul style="list-style-type: none"> • Floor Tumbling • Large Apparatus • Low Balance Beam • Box
<p>FITNESS (page 6)</p> <ul style="list-style-type: none"> • Aerobic Training • Weight Training 	<p>INDIVIDUAL ACTIVITIES (pages 18-23)</p> <ul style="list-style-type: none"> • Archery • Bowling – 5/10 Pin • Golf • Track and Field • Wrestling
<p>TEAM GAMES (pages 7-13)</p> <ul style="list-style-type: none"> • Basketball • Curling • Field Hockey • Floor Hockey • Goalball • Ice Hockey • Lawn Bowls • Soccer • Softball • Volleyball 	<p>OUTDOOR PURSUITS (pages 24-27)</p> <ul style="list-style-type: none"> • Canoeing • Kayaking • Sailing • Windsurfing • Cycling • Orienteering • Rowing/Sculling • Skating • Skating – Figure • Skating – Speed • Skiing – Alpine • Skiing – Nordic

Sport Equipment:

- Balls (beeping, rattling, audibells), frisbees, two-way radios, etc. (pages 28 & 29)



AQUATICS


Activity	Modifications
Aquasize (Aquafit)	Minimal Modification <ul style="list-style-type: none"> • no special modification outside of direct instruction
Diving	Moderate Modification <ul style="list-style-type: none"> • recommend medical clearance before being allowed to dive • child should request an "all clear signal" before diving
Swimming  <p>The illustration shows a swimmer in a pool. A person standing at the edge of the pool is holding a long pole with a soft end, tapping the swimmer. The swimmer is in a streamlined position, and the pool edge is visible on the right.</p>	Moderate Modification <ul style="list-style-type: none"> • recommend medical clearance • orient to entire area including pool and showers • if there are obstructions (e.g. ladders are not recessed) student may want to use inside lanes • use tappers (person tapping swimmer with a pole with a soft end) to signal the end of the pool (see <u>Swimming</u> for the Blind Level 1 Coaching Manual, Canadian Blind Sports Association) • be as close to the individual as possible when giving instructions, so as to be clearly heard • use child's name when giving instructions specific to that child • use lane ropes • child should request an all-clear signal before diving from pool edge



AQUATICS



Activity	Modifications
Synchronized Swimming	<p>Minimal Modifications</p> <p>Totally Blind:</p> <ul style="list-style-type: none"> • Spotter required to reorient swimmer in or out of the water • No special modification outside of direct skill instruction • Orientation to environment
Water Polo	<p>Considerable Modification</p> <ul style="list-style-type: none"> • Lead up skills • mark goal with coloured tape • use coloured ball • audible equipment/ball • have teammates wear highly visible coloured caps

DANCE



Activity	Modifications
<p>Modern</p> 	<p>Minimal Modification</p> <ul style="list-style-type: none"> • may require a partner/guide to use as a "braille" model and to provide feedback during skill acquisition phases • break the activities down into small instructional sets • use explicit body oriented instructions (e.g. reach forward and then up) • expression and gestures may need to be taught so that the child understands the terms used and gains some conception of what is expected
<p>Folk and Square Dance</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> • may need guidance of sighted peers until steps, positions, etc. are learned • pre-teach dance steps and moves in remediation sessions (e.g. do-sa-do) • may teach by musical phrases rather than counts



FITNESS

Activity	Modifications
<p>Aerobic Training</p> 	<p>Minimal Modification</p> <ul style="list-style-type: none"> • name movement, body parts • pre-teach the vocabulary and the accompanying movement (e.g. "jumping jack") • position the child/youth close to the instructor
<p>Weight Training</p> 	<p>Minimal Modification</p> <ul style="list-style-type: none"> • recommend medical clearance before participating in a weight training program • orientation to safe use of equipment and training procedures • use a spotter

TEAM GAMES

Activity	Modifications
<p>Basketball</p> 	<p>Considerable Modification</p> <p>B1 - Totally Blind: Can participate in developing certain skills (e.g. dribbling the ball)</p> <p>B2 & B3 - Partially Sighted: Can participate in individual and partner drills (e.g. dribbling, bounce pass, lay-ups) or small group games where the game is modified by space & movement</p>
<p>Lead-up Activities</p> 	<ul style="list-style-type: none"> • use audible cues for basket, (e.g. bell), audible goal locator • bounce pass or chest pass against a wall • call to a child when passing • use a coloured ball • use a bell/beeper basketball • have team members wear brightly coloured pinnies • run coloured tape around the rim of the hoop and/or on important floor markings that are not clearly marked • lower the basketball hoop



TEAM GAMES

Activity	Modifications
Curling	<p>Minimal Modification</p> <p>B1 – Totally Blind, B2 & B3 – Partially Sighted</p> <ul style="list-style-type: none"> • designated sweeper is used for curlers who are totally blind • direct teaching of sweeping and delivery skills • will need feedback on results of shots • walk the distance of the ice to indicate distance of shots • be sure curler is squarely aligned in the hack • provide audible cue or light source at the hog line to indicate the point of release • can use adaptive devices used in bowling – ramps and guardrails • tap broom on ice to assist child to aim shot • the size of target and the ice sheet can also be modified




TEAM GAMES

Activity	Modifications
Field Hockey	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game can occur (e.g. dribbling, passing), audible equipment can be used.</p> <ul style="list-style-type: none"> • Use ball or puck with pellets <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • have the child play a specific position on the field (e.g. left wing) • have team members wear brightly coloured pinnies • use soccer ball for lead-up activities • use ball or puck with pellets
Lead-up Activities	<ul style="list-style-type: none"> • call to person when passing • use a coloured or audible ball • the distance the ball travels in passing drills should be within the child's visual range • substitute field hockey ball with volleyball
Floor Hockey	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game should occur first</p> <ul style="list-style-type: none"> • use ball or puck with pellets <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • use audible or highly visible puck or ring • designate a specific position on floor (e.g. defence) • have players wear pinnies • wear protective glasses to preserve residual vision • use ball or puck with pellets



TEAM GAMES

Activity	Modifications
Ice Hockey	<p>Considerable Modification</p> <p>B1 - Totally Blind: May play in an integrated setting although familiarity with the game should occur first</p> <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • ensure safety measures are in place • may use ball or rubber puck for safety • beeping/audible puck is also available • proper equipment is a priority
Goalball	<p>Minimal Modification</p> <p>This game was developed specifically for players who are blind or partially sighted. (See Module 3 Sport Modifications for more detail).</p> <p>The object of Goalball is to score goals by rolling the goalball along the floor toward the opposing team's goal, while the opposing players attempt to prevent the goalball from crossing the goal line. A goal is scored when the ball passes completely over the goal line of each respective end.</p> <p>The goal spans the entire width of the court, which is 9 metres. All players wear eyeshades to equalize the playing field. Games are 24 minutes long, with two 12 minute halves and a 3 minute half-time.</p> <p>Official rules can be found at International Blind Sports Federation website: www.ibsa.es</p>
Lawn Bowls 	<p>Minimal Modification</p> <p>B1 – Totally Blind, B2 & B3 – Partially Sighted:</p> <ul style="list-style-type: none"> • oral feedback on correct positioning for lining individual up is appropriate by “direction” • explain how far to throw and whether to use an in turn or an out turn delivery • inform the player of the distance from where their position is to the jack • use of string for alignment is permissible



TEAM GAMES

Activity	Modifications
Soccer	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game can occur (e.g. objective of the game, rules, equipment, lead up skills)</p> <ul style="list-style-type: none"> • audible balls are available ball for kicking • partner can be sound source for passing • attach sound source to goal <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • use a ball with a highly visible colour or an audible ball • call to person when passing • have team members wear brightly coloured pinnies
Lead-up Activities	<ul style="list-style-type: none"> • some skill progression useful (e.g. dribbling, kicking to an audible target, trapping a brightly coloured or audible ball) • the distance the ball travels in passing drills should be within the child's visual range



TEAM GAMES

Activity	Modifications
<p>Softball</p>	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game can occur (e.g. object of the game, rules, equipment, lead up skills)</p> <ul style="list-style-type: none"> • use t-ball stand for batting • run bases using sighted guide • field with a buddy and throw ball to a specific place each time (e.g. pitcher mound or home) <p>B2 & B3 - Partially Sighted: use sighted guide for base running</p> <ul style="list-style-type: none"> • bat off of a tee stand and/or use a large bat • place orange pylons just off bases and/or use a sounding cone at first base • colour highlight the softball • pitcher tells batter when he/she is pitching • Child receives more than 3 strikes (e.g. 5) • ball must be thrown around the bases before being thrown to first base, for the ‘out’ • fielders count to 5 before throwing the ball



TEAM GAMES

Activity	Modifications
Volleyball	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game can occur (e.g. objective of the game, rules equipment, lead up skills)</p> <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • can play some lead-up games and participate in individual and partner drills (e.g., volley, bump, and serve) • colour highlight the ball, use the whitest ball available or substitute a beach ball for lead up drills • child can serve, and may be able to receive a serve directly
Lead-up Activities	<ul style="list-style-type: none"> • volley overhead and let it bounce • volley with a partner • work over net: child plays the ball to him/herself and volleys or bumps over net • allow ball to bounce first in game situation and call child when ball is coming




DUAL ACTIVITIES



Activity	Modifications
Badminton	<p>Considerable Modification</p> <p>B1 - Totally Blind: Familiarity with the game can occur (e.g. object of the game, rules, equipment, lead up skills)</p> <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • use coloured shuttlecock and surveyors tape around the top tape of the net • suspend shuttlecock for forearm and backhand stroke development
Racquetball	<p>Considerable Modification</p> <ul style="list-style-type: none"> • Familiarity with the game should occur, including equipment, rules, and court • Tactile markings/high contrast colours/audible balls can be used
Showdown	<p>Minimal Modification</p> <p>This game was developed specifically for players who are blind or partially sighted.</p> <p>The object of the game is to bat the ball off the side wall, along the table, under the centre screen, and into the opponent’s goal. The first player to reach eleven points, leading by two or more points, is the winner.</p> <p>Equipment needed includes:</p> <ul style="list-style-type: none"> • specially designed table • two paddles • special ball into which metal bee-bees have been inserted (sound indicates ball location) • a glove for the batting hand (optional) • eyeshades to block out any light (optional) <p>(see Showdown coaching manual - Level 1, Canadian Blind Sports Association).</p>



DUAL ACTIVITIES

Activity	Modifications
Squash	Considerable Modification <ul style="list-style-type: none"> • Familiarity with the game should occur, including equipment, rules, and court
Table Tennis 	Considerable Modification <ul style="list-style-type: none"> • Familiarity with the activity can occur • May use a glowing ball or audible/beeping ball
Tennis	Considerable Modification <p>B1 - Totally Blind: Familiarity with the game should occur</p> <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> • use a standard oversized racquet • use a highly visible coloured ball • have the child play with back to the sun if sensitive to light

GYMNASTICS

Activity	Modifications
<p>Floor Work/Tumbling</p> 	<p>Minimal Modification</p> <ul style="list-style-type: none"> • correct technique and safety precautions are paramount • orient to space and any apparatus being used it in class, may need to be repeated if there are numerous stations • allow opportunities to explore apparatus • use additional spotters for more difficult apparatus/routines • should be able to do basic moves such as forward movement, backward movement, balance movements, strength movements and change of direction • should be able to do a creative routine • can be in on the ground level of pyramid building activities • use the child who is blind or partially sighted to demonstrate new skills
<p>Large Apparatus</p>  <p>Low Balance Beam</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> • use parallel bars, uneven bars, horses and rings, climbing frames, ropes and low balance beam • people generally do not like to be disassociated with the ground because they don't know how high they are. It will take time to overcome this feeling - slowly build up a level of confidence • initially use a taped line on floor before moving up to low balance beam • establish and use a cue to signal the end of the beam



Box	<ul style="list-style-type: none">• when jumping from box be sure there is a trained spotter• start with hands on vault or use a one step approach
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INDIVIDUAL ACTIVITIES

Activity	Modifications
Archery	<p>Moderate Modification</p> <ul style="list-style-type: none"> • use a non-glare target with good colour contrast • a spotter is essential • use audible clues with target (e.g. radio playing below and in front of target, balloon(s) placed on target) • run a cord from target to mat, facilitating retrieval of arrows • use adapted equipment (e.g. sonar bows, tactile sighting aid), which can be used as a contact point for elevation and direction towards a target • position child with sun to back • will need feedback as to position of arrows shot • provide a tactile floor or ground cue which is perpendicular to the target



ATHLETICS (Track & Field)

Activity	Modifications
<p data-bbox="147 373 570 415">Cross Country Running</p> 	<p data-bbox="662 373 987 407">Minimal Modification</p> <p data-bbox="662 447 1430 554">Mark route with high contrast markers or audible markers after pre- screening for hazards (e.g. holes, sudden drops or rises)</p> <p data-bbox="662 594 1446 701">B1 - Totally Blind: guide runner assists child avoid rough terrain, overhanging hazards and staying on route</p> <ul data-bbox="711 705 1406 812" style="list-style-type: none"> • important for the child to run with more than one guide runner so as not to become dependent on one person <p data-bbox="662 848 1386 1031">B2 & B3 - Partially Sighted: some individuals who are partially sighted may require a guide if they are not able to visually follow coloured flags that mark the course or lack the depth perception to follow uneven terrain</p> <ul data-bbox="711 1073 1435 1436" style="list-style-type: none"> • some individuals are able to run alone, others may initially require orientation to the course to point out landmarks and cues helpful for navigation • guide must be sensitive to needs and be willing to communicate with person while they are running • be aware of overhanging branches and hazards other than those found on the ground


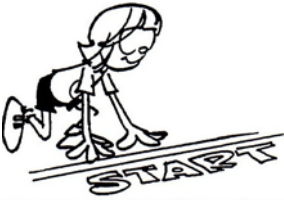


ATHLETICS (Track & Field)

Activity	Modifications
<p>Long Jump</p>	<p>Minimal Modification</p> <p>B1 - Totally Blind:</p> <ul style="list-style-type: none"> • become familiar with run-up – count out steps from start to toe board • use a "caller" standing at the back of the landing pit for direction • have participant point in the direction of run before beginning • measure from the tip of the toe at takeoff, to the point of landing • use a 1 metre takeoff area, the width of the run-up lane. The whole one metre area should be white-washed or chalked (for B1, B2 & B3). • measure from the tip of the toe at takeoff, to the point of landing
<p>High Jump</p>	<p>Moderate Modification</p> <p>B1 - Totally Blind: Call (5-5-5-5-5) or any verbal cue for direction from behind the jump pit</p> <ul style="list-style-type: none"> • have the jumper point for direction before each jump, to ensure that the direction is correct • count the number of steps for approach or use a one step approach <p>B2 & B3 - Partially Sighted: use a coloured crossbar or put a coloured marker (e.g. towel) on the crossbar</p>




ATHLETICS (Track & Field)


Activity	Modifications
<p>Javelin Shot Put Discus</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind:</p> <ul style="list-style-type: none"> ensure that throwing is done in a throwing cage or in an area free of other people person needed to retrieve equipment some throwers may benefit from the use of an audible directional signal for javelin <p>B2 & B3 - Partially Sighted: may need a partner/guide to help set up in the desired direction for throw</p> <ul style="list-style-type: none"> person needed to retrieve the equipment or use coloured throwing instruments for easier retrieval
<p>Sprints (100 m or less)</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind: use 2 lanes and a guide runner to keep the runner on course (see Appendix F: Sighted Guide Techniques)</p> <p>B2 & B3 - Partially Sighted:</p> <ul style="list-style-type: none"> B2 - runner may want to use two lanes and guide runner B3 - runner runs alone in one lane
<p>Running (over 100m)</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> B1 & B2 - runners who are totally blind and low partially sighted use a guide runner (see Module 1 Sighted Guide Techniques, Module 2 & 3 Guiding a Runner) B3 – runs alone
<p>Hurdles</p>	<p>Considerable Modification</p>



INDIVIDUAL ACTIVITIES


Activity	Modifications
<p>Bowling 5/10 Pin</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind: may use the wall or a rail. Portable rails are available or can be made. Contact the bowling alley as they may have rails available. A guide rope can be improvised by tying a rope between a high stool and a chair placed on the foul line. A piece of carpet (25 cm x 4 m) positioned down the approach can also be used.</p> <ul style="list-style-type: none"> • will need feedback as to pins still up • permit participant to walk the lane to sense the distance of the alley • permit participant to feel the "v" arrangement of the pins <p>B2 & B3 - Partially Sighted: may need feedback as to pins still up</p> <ul style="list-style-type: none"> • choose the lane with the best lighting • use a piece of thin, non-skid carpet or make a raised dot to mark the centre of the approach lane • mark the foul line with a tactile cue
<p>Golf</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> • may use a coloured ball • use a guide to navigate on course • give feedback as to correct positioning/directionality for each shot • use a sound device for orientation • may need assistance to identify club use

INDIVIDUAL ACTIVITIES

Wrestling	Minimal Modification
	<ul style="list-style-type: none">• recommend medical clearance before participating in a wrestling program• must maintain contact with opponent, once contact is broken, the match is stopped and re-started• at the start of the match, opponents assume a neutral position facing each other with the fingers touching (see Wrestling for the Blind, Level I Coaching Manual, Canadian Blind Sports Association)




OUTDOOR PURSUITS

Activity	Modifications
<p>Canoeing Kayaking Sailing Windsurfing</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> • may have a sighted person on board or within reaching distance • initial orientation to the characteristics of the activity and equipment required • use hand-body manipulation to teach strokes • pre-teach vocabulary and the associated movement • child with vision loss takes bow position
<p>Cycling</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind: ride tandem with a sighted peer</p> <ul style="list-style-type: none"> • side by side bike kits are available for cyclists with balance problems • this also affords the child the opportunity to steer <p>B2 & B3 - Partially Sighted: can ride alone on a regular bike in a controlled restricted area (e.g. bicycle path, outdoor track, outdoor rink)</p> <ul style="list-style-type: none"> • stay within visual limits (i.e. do not ride too fast) • when riding with a sighted guide in front, place bell on bicycle, or "flapper" on spokes of bikes • when giving direction for upcoming turns, make reference to the type of turn required (e.g. gentle turn to the right, sharp turn to the left)




OUTDOOR PURSUITS

Activity	Modifications
<p>Orienteering</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind: pair with a sighted companion</p> <p>B2 & B3 - Partially Sighted: depending on the amount of vision the participant has, these activities are easily adapted (e.g. orienteering, hiking)</p> <ul style="list-style-type: none"> • if there is no traffic, the participant can walk alone along well-defined trails or roads (cane can be used if necessary) • use specifically designated nature trails which describe plants and animals in Braille, large print or on cassette tapes • provide identification of objects by touch and smell • ensure participant always has frame of reference for orientating • use a talking compass for orienteering (available through the CNIB)
<p>Rowing/Sculling</p>	<p>Minimal Modification</p> <ul style="list-style-type: none"> • Initial orientation to the characteristics of the activity should occur • Use of “caller” to call out strokes can be beneficial



OUTDOOR PURSUITS

Activity	Modifications
<p>Skating</p> 	<p>Minimal Modification</p> <p>B1 - Totally Blind: orient to the skating area</p> <ul style="list-style-type: none"> • can skate with a sighted guide until skater feels comfortable. The guide could be positioned at the side or the front. • if needs practice to gain confidence, move to a separate area <p>B2 & B3 - Partially Sighted: orient to the skating area</p> <ul style="list-style-type: none"> • some skaters may need a sighted guide depending on circumstances (e.g. poor lighting conditions in the area) • work close to the boards or use a chair for balance during initial skill learning phases
<p>Figure Skating</p>	<p>Moderate Modification</p> <p>B1 - Totally Blind: sighted guide required</p> <p>B2 & B3 - Partially Sighted: sighted guide can be used</p> <ul style="list-style-type: none"> • verbal descriptions and commands • guide can be positioned at front or at the side • can work close to the boards or use a chair for balance during initial skill learning phases
<p>Speed Skating</p>	<p>Moderate Modification</p> <p>B1 - Totally Blind: sighted guide required</p> <p>B2 & B3 - Partially Sighted: position sighted callers along the course.</p> <ul style="list-style-type: none"> • orient to course • add cones to the outside of the course. • have a sighted caller work with the skater to provide verbal and other cues where necessary



OUTDOOR PURSUITS

Activity	Modifications
<p>Skiing - Alpine</p>	<p>Minimal modification</p> <p>B1 - Totally Blind: will need a sighted guide.</p> <ul style="list-style-type: none"> • can use headset technology to receive information • safety markers <p>B2 & B3 - Partially Sighted: may require a sighted guide or skiing partner</p> <ul style="list-style-type: none"> • orient to course by describing the run's difficulty, length, incline, major obstacles, how busy the run is, etc. • sighted guide skis in front or back of the skier and provides a verbal description of the course guide can also ski beside the skier, with both individuals holding onto a ski pole for direction • may need continuous audible communication to follow (e.g. two-way radio) • can use headset technology to receive information • can use safety markers
<p>Skiing - Nordic</p>	<p>Minimal Modification</p> <p>B1 - Totally Blind: will require a sighted guide</p> <ul style="list-style-type: none"> • can use headset technology to receive information • can use safety markers <p>B2 & B3 - Partially Sighted: some skiers with partial sight will require a sighted guide or buddy</p> <ul style="list-style-type: none"> • if parallel tracks are available, guide skis beside person, if not, the guide skis in front of skier with vision loss • can use headset technology to receive information • can use safety markers



Sport Equipment

Many sports and physical activities can be enjoyed with little or minor modifications to equipment. Below is a general list of some of the modified or additional equipment that may be needed to provide inclusive activities:

- Audibells or Rattling Balls
 - Basketball
 - Foam ball
 - Football
 - Goalball
 - Hockey ball
 - Rugby ball
 - Soccer ball
 - Tennis ball
 - Volleyball
 - Showdown

- Beeping Balls
 - Foam ball
 - Soccer ball

- Beeping Frisbee

- Wireless Sound Beacon

- Two-Way Radios

- Eyeshades

- Flashlights

- Tactile String

- Equipment for Goalball
 - Goalball (audibells)
 - Eye shades
 - Nets
 - Tape or tactile string for court markers
 - Volleyball court



- Protective gear – may include helmet, elbow pads, hip pads, knee pads & gloves (optional)

- Equipment for Showdown
 - Showdown table (similar in size to table tennis with sides similar to air hockey)
 - Balls with bells or peas inside
 - Paddle
 - Glove for paddle hand (optional)
 - Goggles
 - Showdown Manual – includes table measurements

For information on where equipment can be purchased, see Module 7 – Resource List

For more information on modifying physical activities, see the **Sports Modification** module of the **SBSA Awareness, Participation and Inclusion TOOLKIT**, Saskatchewan Blind Sports Association, 2011.