

LANGUAGE RECOMMENDATION 1: INCLUSION, ADAPTED, INTEGRATED, ACCESSIBLE

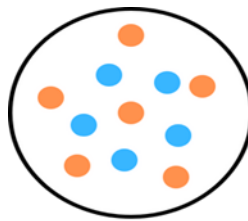
Inclusive Physical Activity: refers to **sport, play, exercise, or physical activity programs** that provide the *same* opportunity for children and teens with and without disabilities to participate in the *same* activity.

Aspects of an inclusive physical activity program might include:

- Supporting children and teens with disabilities to have the same roles and experiences in the physical activity program as their peers who do not have a disability.
- The participation of children and teens with disabilities alongside their peers without disabilities, as equals.
- All children and teens, regardless of ability are seen as essential and valuable, and to be included in the program.
- An individual's ability does not interfere with the access to program or quality of experience in the program.

Examples of inclusive physical activity programs include:

- All-abilities learn-to-swim program - designed for children and teens with and without disabilities.



Inclusion

Adapted Physical Activity: refers to sport, play, exercise, or physical activity programs that have been adapted or modified to allow for full participation by children and teens with particular disabilities.

Aspects of an adapted physical activity program might include:

- Modifications to the original program design to meet the needs of children and teens with disabilities. Examples include:
 1. using different equipment (prosthesis, wheelchairs, ball size).
 2. modifying skill criteria or using different skills.
 3. varying the physical environment (modifying playing field dimensions).
 4. changing the rules of play (double bounce in wheelchair basketball).

5. Training to ensure volunteers and staff are aware and attentive to the needs, abilities and interests of participants children and teens with disabilities.
6. Altering the way, you give instructions (non-verbal instructions, personal supports).

Examples of adapted physical activity programs include:

- Wheelchair rugby

Accessibility: refers to information, products, services, and spaces that have the flexibility to accommodate each child and teen’s needs and preferences regarding physical activity.

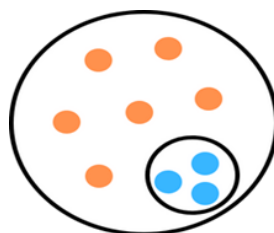
Aspects of accessibility within physical activity programs might include:

- Information about the program provided in a variety of formats (e.g., text, images, and audio).
- Volunteers and staff are trained to accommodate children and teens with disabilities (e.g., adapt equipment and activities).
- The facilities can be safely and easily accessed (e.g., well-lit and free of obstructions for children with visual impairments; elevators for teens using a mobility device).
- Specialized (e.g., sport chairs, beeper balls) or adaptable (e.g., Velcro grips for dumbbells, adjustable nets) forms of equipment are available.

Examples of accessible physical activity programs include:

- The Acadia S.M.I.L.E. (Sensory Motor Instructional Leadership Experience) Program is an accessible exercise program that provides persons with varying disabilities a unique physical activity experience.

Integrated Physical Activity: refers to sport, play, exercise, or physical activity settings where children and teens are brought into a program that has been designed for children or teens without disabilities. There may be extra support for children and teens with disabilities. In integrated settings, the activity was designed for children and teens without disabilities, unlike inclusive physical activity programs that are designed to provide the *same* opportunity for children and teens with and without disabilities to participate.



Integrated

LANGUAGE RECOMMENDATION 1: PHYSICAL ACTIVITY DEFINITIONS

Types of Physical Activity

Physical Activity: refers to any bodily movement produced by skeletal muscles that results in energy expenditure and increases heart rate and breathing.

Incidental Physical Activity: refers to activity that is accumulated by carrying out activities of daily living. It is often **considered a form of light physical activity**. For example:

- Moving around school or classroom
- Helping with meal preparation
- Cleaning up toys
- Shopping with family members

Unstructured Physical Activity: refers to activity that occurs spontaneously, sporadically, is often unplanned or unscheduled, and involve self-directed games, play and other activities without external structures such as coaches or time clocks. For example:

- Playing ball with the dog
- Soccer game with friends
- Recreational swimming
- Family hike
- Walking or wheeling to school
- Building a fort
- Playing catch or tag

Structured Physical Activity: refers to activity that occurs in a planned, deliberate, and repetitive context. For example:

- School physical education class
- Organized lessons such as dance, swimming, karate
- Competitive or organized recreational sport such as soccer, goalball, hockey, gymnastics

Physical Activity Intensities - how much effort goes into doing the activity?

Different movements fall under different categories depending on how hard your child or teen has to work to do the activity. Everybody is different, so the same activity might fall in different categories for different children or teens.

Light Physical Activity: requires a small amount of effort and does not usually make your child or teen feel out of breath. A child or teen does not need to move the lower half of their body to perform these activities. Movement of any body part(s) can count as light physical activity. For example:

- cleaning up toys
- playing with pets
- slow walking or wheeling
- stretching
- bocce

Moderate to Vigorous Physical Activity: requires physical effort, and makes your child or teen feel more tired and breathe harder than usual. A child or teen may or may not physically sweat while doing these activities. For example:

- brisk walking or wheeling to school
- dancing
- swimming
- games in physical education class
- recreational sports

LANGUAGE RECOMMENDATION 1: PHYSICAL ACTIVITY GUIDELINES

Physical Activity Guidelines for Children and Teens (5-17 years old)

Physical activity guidelines generally recommend that children and teens get a minimum of 60 minutes of physical activity per day. This can include a variety of intensities and activities.

The WHO Physical Activity and Sedentary Behaviour Guidelines for Children and Teens Living with a Disability

Developed by the World Health Organization (WHO), these guidelines provide evidence-based recommendations for physical activity and sedentary behaviour for children and teens with disabilities. These guidelines were developed based on the best available evidence regarding physical activity for people with disabilities.

<https://www.who.int/publications/i/item/9789240015128>

The Canadian 24-Hour Movement Guidelines

Developed by the Canadian Society for Exercise Physiology (CSEP), these are a set of evidence-based guidelines for a healthy and active 24 hour day. These guidelines were not developed specifically for children and teens with disabilities.

<https://csepguidelines.ca/guidelines/children-youth/>

The Ability Toolkit

The Ability Toolkit provides information relevant to adapting the Canadian 24-Hour Movement Guidelines to the unique abilities and needs of children and teens with disabilities. If you would like to know more about The Ability Toolkit, you can find it here: <https://cdpp.ca/sites/default/files/Ability%20Toolkit-Final-ENG.pdf> and download it here: <https://cdpp.ca/resources-and-publications/ability-toolkit>