



SOCIAL INCLUSION IN KINDER GYM





Disclaimer

This resource has been developed by Inclusion Solutions and should be considered a resource document only. The intent of this resource is to provide the reader with a series of frameworks that can be used to develop inclusive places.

Inclusion Solutions Limited
PO Box 1279 Innaloo WA 6918
Phone: (08) 9443 7226
Email: info@inclusionsolutions.org.au
www.inclusionsolutions.org.au

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Foreword

KinderGym is Gymnastics Australia's fundamental movement program providing children under 5 years of age with the opportunity for holistic lifelong learning through movement and physical activity.

KinderGym is the ideal learning environment that is safe and fun for parents and children to play and be active while developing the physical, psychological, social, and cognitive skills necessary for lifelong movement and physical activity.

Originating in South Australia, KinderGym programs have been delivered for over 40 years across Australia through our network of affiliated clubs. The enduring success of the program is a testament to the role it plays in developing physical literacy and introducing generations of children to the importance of physical activity and educational play.

Positive movement experiences can significantly influence a child's outlook on physical activity for life. By providing children with a safe and nurturing environment to interact, learn and play, allows them to develop the confidence and motivation to lead active, health lives.

In recognising the role KinderGym plays for developing young Australians' physical literacy, it is critical we remain focussed on providing an inclusive, accessible, and welcoming environment to all participants so the benefits of the program can be truly maximised.

Thank you to Gymnastics Western Australia for partnering with renowned inclusion focussed consultancy, Inclusion Solutions to provide this resource for our gymnastics community. Gymnastics Australia would also like to acknowledge Sport Australia's assistance through the Move It AUS Participation Grant Program.

This resource is designed to highlight social inclusion, the benefits of KinderGym for participants, families, clubs, and the broader community as well as provide practical advice for clubs on how to successfully deliver an inclusive program, ensuring that all young Australians have the opportunity to experience the benefits that KinderGym provides.

Kitty Chiller
CEO Gymnastics Australia





What is social inclusion?

Inclusion, in its simplest form, is defined as **the state of being included**. Let's start with the basics. Inclusion means **ALL** people.

The Programme of Action of the World Summit for Social Development (1995) defines a socially inclusive society as:

"a society for all, in which every individual has an active role to play. Such a society is based on fundamental values of equity, equality, social justice, and human rights and freedoms, as well as on the principles of tolerance and embracing diversity."

It is not something that is restricted to one group of people, but rather something that is of great importance to all human beings.

Social inclusion gives all people the opportunity to participate within all aspects of community and life, resulting in individuals:

- having a sense of belonging;
- obtaining a valued role;
- giving of themselves; and,
- being accepted and respected.

What is exclusion?

The ability to participate in community without discrimination and disadvantage is a basic human right. When a person is discriminated against or disadvantaged, they can experience exclusion.

We define exclusion as the restriction of or denied access to opportunities within community.

Exclusion can happen in many different forms including:

- **Social:** discrimination against gender, ethnicity or age
- **Cultural:** discrimination against values, norms and ways of living
- **Economic:** discrimination against employment opportunities and other financial benefits
- **Political:** discrimination due to the rule of law and the ability to exercise freedom

Any person can experience exclusion, and some people experience multiple forms of exclusion.

Who is marginalised in communities?

Many different people within our community experience exclusion in different ways. Currently, the groups of people who are most commonly marginalised due to exclusion are:

• People with disabilities

In 2011, The World Health Organization conducted its first ever World Report on Disability. In it, they stated that people with

disabilities experience social isolation more often than people in other groups, which causes increased stress (*World Health Organization 2011*).

• Aboriginal and Torres Strait Islander people

Research completed by *Beyond Blue (2014)* concluded that discrimination against Indigenous Australians is considered one of the most common forms of discrimination in Australia.

• People experiencing mental illness

• Racial or cultural minorities

In 2018, The Scanlon Foundation, in partnership with the Australian Multicultural Foundation and Monash University, conducted its annual Mapping Social Cohesion Survey. In one section of the survey, respondents were asked whether they have experienced discrimination in the last twelve months because of their skin colour, ethnic origin, or religion (*Markus, 2018*). Almost one in five respondents stated that they had experienced discrimination, a number that has increased over the last decade (*Markus, 2018*).

• Seniors

The *Australian Human Rights Commission (2013)* found that more than a third of Australians aged 55+ years have experienced age-related discrimination. The most common types of age-related discrimination were being turned down from a position, being ignored, being treated with disrespect, and being subjected to jokes about ageing.

• People from a low socioeconomic background

• People who identify as LGBTQIA+

The *Australian Human Rights Commission (2014)* reported that almost half of all gay, lesbian, bisexual and transgender people hide their sexual orientation or gender identity in public for fear of violence or discrimination.

• Religious minorities

Exclusion can be both indirect and direct. People are commonly marginalised due to fear, lack of understanding and differences.

Intersectionality

People can also be part of multiple marginalised groups at the same time; this is called Intersectionality. Intersectionality, a term coined by Kimberlé Crenshaw, is a holistic way of looking at people's identities and means that one person can have multiple intersecting identities that influence the way they experience the world (*International Women's Development Agency, 2018*). For example, a person with a disability may also be someone from a culturally or linguistically diverse background. They cannot be one without being the other: they are both of these identities at the same time (*International Women's Development Agency, 2018*).

Why is social inclusion important?

Social inclusion benefits us as not only individuals but also as part of a wider community. When we are included, we can connect on our similarities, passions, and skills, rather than our differences. This enables us to develop a richer, more diverse community.

Benefits to individuals:

- Improved physical & mental health
- Development of social & support networks
- Obtaining a sense of purpose
- Increase in connectivity to the community
- Development of new skills & confidence

Benefits to sporting clubs & community groups:

- Increased membership
- Increased volunteerism
- Better retention of members
- Improved club culture
- Diverse skills & ideas
- Increased community profile
- Increase in connectivity to the broader community

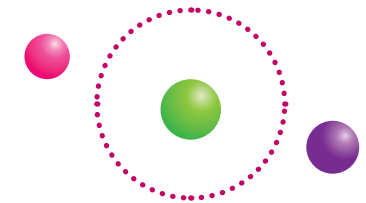
Benefits to the community and society:

- Reduction in crime rates, greater safety levels
- Reduced dependency on government systems (health, welfare etc.)
- Improved community cohesion
- Increased participation rates
- Increase in connectivity and social networks



What is inclusion?

- * Feeling welcome
- * Everyone having the same opportunities
- * Being valued for who you are and your contribution
- * Being accepted socially
- * Being able to choose and make decisions
- * Belonging to a community
- * Having facilities and areas that are accessible to all
- * Mixed ability groups and pathway programs



What is exclusion?

- * Feeling left out, isolated or lonely
- * No opportunity to participate in everyday activities
- * Being seen as a burden
- * Being discriminated against
- * Being controlled or told what to do, with who and when
- * Feeling separated from the real world
- * No access or limited access to a facility
- * Segregated or 'special' groups



Inclusive foundations

Much like a house, your KinderGym program needs to be built on strong foundations to continue to grow long into the future. Planning what your gymnasts and their caregivers are going to achieve in each class, term and year, will not only give your gymnasts clear direction and expectations, it will also ensure a consistent and inclusive program over the long-term.

To build this strong foundation, KinderGym programs should have a clear vision, mission and values.

What do you envision your program to achieve? This answer to this question is your vision. Is your vision to have the largest program in your area? Is it to give gymnasts a thirst to continue gymnastics after they graduate from your KinderGym program? Is it to give children an exciting first taste of sport and physical activity? Your vision is the one thing your KinderGym program should always be working towards achieving.

Once a clear vision is determined, the next step is to plan how you will make the vision a reality. Consider all the milestones you will need to achieve to know that your program is on the path to success.

It is also important to discover what your program values are. These values should align with your vision. A program that has the vision to provide flexible lessons for all children most likely wouldn't value exclusivity as these would not align with each other.

Program Values

Values can shape your program to make it unique to your club. Each value acts as a small goal to achieve each day. If your program values friendship, you would actively work to include relationship building elements in your lesson plan to help foster friendships between gymnasts. Examples of this may be name learning activities, group work or partner work.

To identify the values your KinderGym program holds, complete the list below with anything you can think of that makes your KinderGym program great. Do not stop until the entire list is full. Try to consider the learning opportunities KinderGym provides, as well as how the program makes coaches, gymnasts and caregivers feel.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

By completing the entire list above, you can think about your program beyond what is most obvious.

Of these ten answers, which stand out to you the most and what would they look like in your KinderGym program? Be as specific as possible to ensure you and your team can plan for success.

1.	What does this look like in your program?
2.	What does this look like in your program?
3.	What does this look like in your program?

Your program now has three values. Repeat this process if there are additional values you would like to include.

Program Vision

What is the one thing you want every gymnast to graduate your KinderGym program with? The answer to this question is unique to you and your club. Some clubs may wish to see gymnasts graduate KinderGym with a desire to enter a competitive program. Some may want their gymnasts to become long-term members of the club. Others may want their gymnasts to have the confidence to pursue an active lifestyle, in any sport or activity. This is your program's vision.

What is the one thing you want every gymnast to graduate your KinderGym program with?



Program Mission

Now that we have put our vision into words, we need to draw our map to success. Our mission is that map and works as a compass; it consistently points you in the direction you have set for your program.

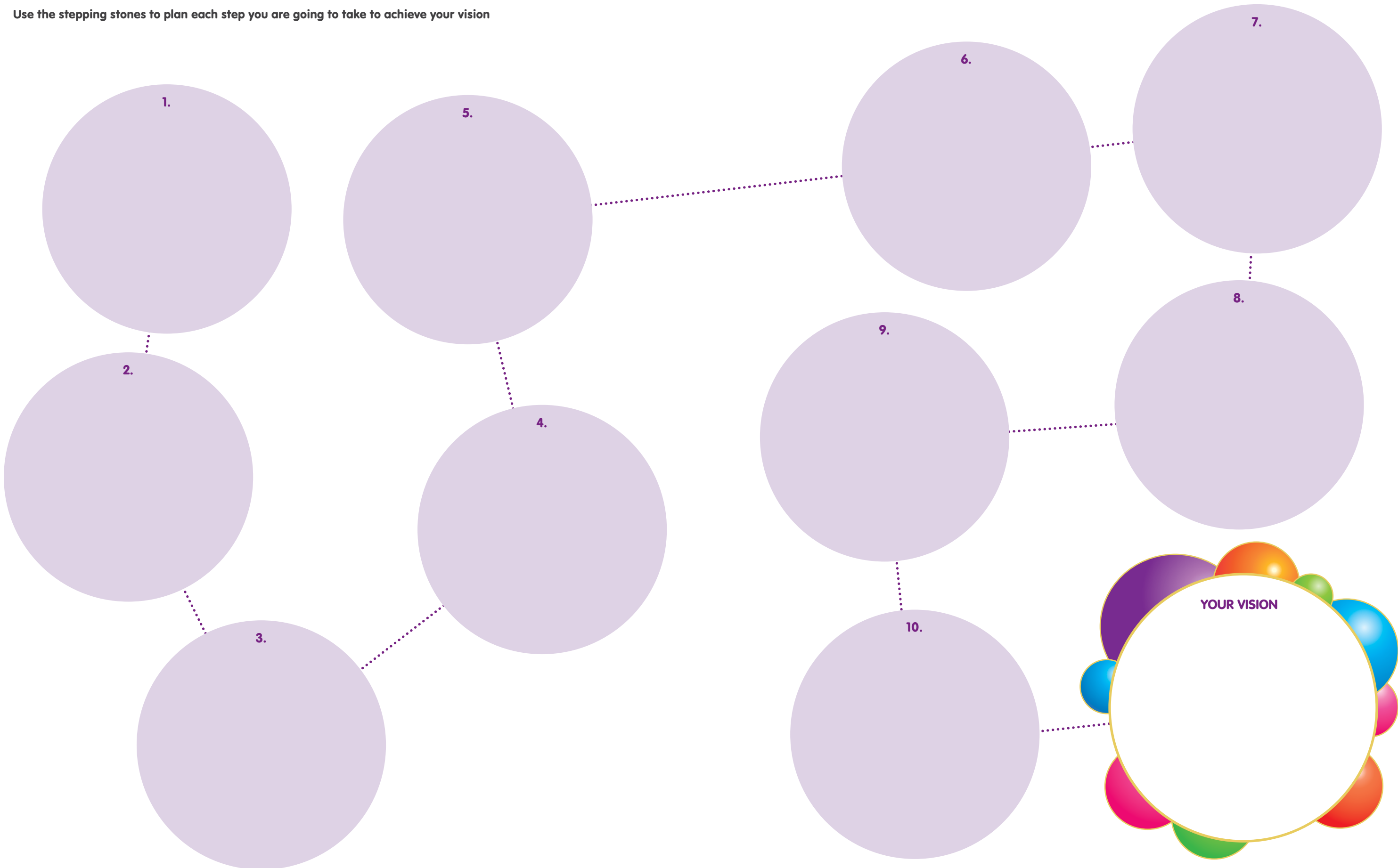
Before we identify all the milestones we need to achieve to reach our vision, let's first reflect on four key areas. Complete the grid below to discover the current strengths, weaknesses, opportunities and threats within your program.

Things we are doing to achieve our vision	New ways we can work to achieve our vision
Things we are doing that are steering us away from our vision	Things that may threaten our vision

What do you need to stop doing to achieve your vision?

What do you need to start doing to achieve your vision?

Use the stepping stones to plan each step you are going to take to achieve your vision





Dimensions of Inclusion

The Dimensions of Inclusion is a framework developed by John O'Brien, a world-renowned advocate of people with a disability. The Five Dimensions of Inclusion play an essential role in shaping every person's quality of life.

1. Sharing Ordinary Places

All people should have the opportunity to be active community contributors, meaning all people can be active participants in regular places, with regular people. Sharing ordinary places allows people to form personal relationships based on shared interests and passions, rather than professional relationships where an individual is a recipient of a service (i.e. as a customer, client, patient etc.).

Services often bring people together and group them based on their labels (e.g. migrant, person with a disability) which makes it difficult for individuals to build connections with the community (Simmons 2016). It is important to have spaces where people can be physically included and socially included and where they can be seen as different individuals with differing skills and interests (Simmons 2016).

Practical Element

- Is the venue/facility where you host your KinderGym classes accessible to all people?
- **Considerations**
 - Physical access
 - Public transport
 - Parking
 - Safety
 - Individual perceptions & life experiences (i.e. if someone has had a bad experience in a religious institution, they may feel uncomfortable attending a class in a church facility)
- Are classes held at a time that is accessible to the community?
- Are all coaches given the opportunity to meet their colleagues and share the same spaces as them?
- What are the unspoken rules/routines in your club? Have these been explained to gymnasts, parents, and coaches?

2. Choice & Control

Who we are is based on the decisions we make, including big, small and seemingly insignificant choices. By offering people choice, we are enabling them to make informed decisions based on their life experiences and allowing people to experience the 'dignity of risk', meaning they can make mistakes and learn from them.

We can often, without noticing, take over decision-making and make the rules without giving people a chance to make their own choices in life. It is important to encourage individuality and reduce the dependency others have on us (Simmons 2016).

Practical Element

- List some of the ways that people can be involved in your club.
- **Considerations**
 - Participation
 - Volunteering
 - Employment
- After listing the ways people can be involved, how many of these opportunities are promoted?
- If you aren't promoting these opportunities, what are some of the ways you could promote them?



Contributing

Contributing refers to the ability and freedom to give of ourselves, whether that be giving time, money, support or one of our skills and talents.

There is a big difference between participating in a community for the hour/day etc. and contributing one's own gifts and skills. We need to recognise, encourage and value everyone's unique strengths, gifts and contributions that they can make – including our own (Simmons 2016).

Practical Element

- List some of the ways people can contribute to your club or group
- **Considerations**
 - Passions
 - Skills
 - Knowledge
 - Interests



Being Someone

'Being someone' refers to the concept of having qualities that relate to being a person who has individuality. Being someone means you are considered to be someone who is valued and matters to others.

We must ensure we aren't grouping others on the basis of a single 'label' (e.g. migrant, person with a disability) and note that there are more interesting things about them that make them an individual (Simmons 2016).

Practical Element

- List some of the ways you can welcome and celebrate individuality.
- **Considerations**
 - Gender
 - Cultural Background
 - Religious Beliefs
 - Sexuality
 - Age
 - Disability

Belonging

Belonging means feeling accepted and valued by people we choose to be with, and who would also choose to be with us. It is not about learning to cope with being "put" with others who are perceived to be like us; instead, we connect with others based on our passions and interests.

Full inclusion of individuals is achieved when our own values and attitudes respect and honour a person's unique individuality and perspective. Physically being in community is important, but we should aim to help people be a part of and belong to them, not just day visitors to them (Simmons 2016).

Practical Element

- Ask your members and volunteers the following questions:
 - Do you feel you are valued?
 - Do we give you the opportunity to contribute?
- If your members respond negatively to these questions, ask them how the club can change this

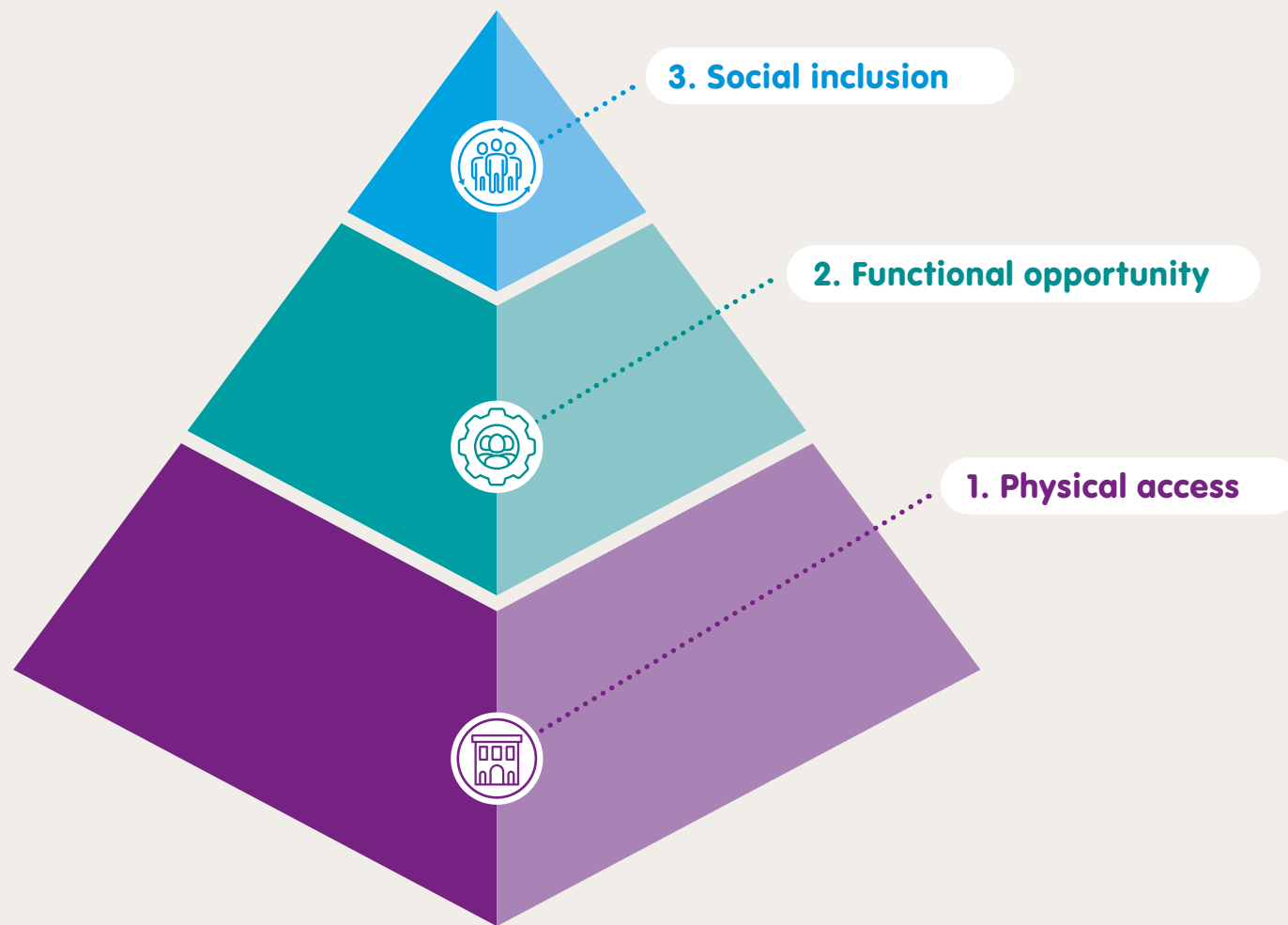


Inclusion pyramid

Until the 1990s, inclusion was thought of as only in terms of participation. The consensus around the research community was that if marginalised people were allowed to participate in regular community activities, they would start building connections with the general population.

At the beginning of the 1990s, researchers noticed that participation wasn't yielding the results that they had theorised, and thus the Inclusion Pyramid was born. The Inclusion Pyramid sought to understand how people with marginalised identities could become part of the wider community.

In the article "Making friends within inclusive community recreation programs", *Schleien, Green and Stone (2003)* outlined how the three aspects of the pyramid could be used to include people with disabilities.



1. Physical Access

The first step towards inclusion is physical access. For everyone to have the same opportunities to participate in community life, the facilities we use must cater to the access requirements of all people, including gymnasts, caregivers and coaching staff.

Access to buildings and facilities is governed by the Access to Premises Standards (*Premises Standard*). This has been developed to ensure that dignified, equitable, cost-effective and reasonably achievable access to buildings, facilities and services within buildings is provided.

However, it is important to note is that the Premises Standards only came into effect 1 May 2011 and will only apply to new builds and renovations on existing buildings that had a building permit issued after this date. An existing building not undergoing any new work could still be subject to the current complaint mechanisms of the law should someone be unable to access the services provided out of that building.

It is important to note that access goes beyond physically entering the building. For example, someone may be able to enter the building without assistance, but due to cluttered corridors cannot access the toilets.

Identified access limitations within your club or group should not be considered the barrier to inclusion, but more of an opportunity to work with your facility manager (Local Government, Strata or Building Owner) to find solutions.



Practical Element

Is my club or group physically accessible?

This checklist has been based on a *You're Welcome WA Access Initiative* resource.

- Clearly signed accessible parking close to the main entrance
- Drop-off bay close to the main entrance
- Firm, continuous path free of obstructions and without steep slopes
 - Parking to the main entrance
 - Throughout the facility
- Good lighting
 - Parking area
 - Around the facility
 - Within the facility
- Unisex, accessible toilets
- Unisex, accessible change rooms
- Walkways & Corridors free of obstructions
- Spectator seating area
- Clear directional & informative signage
 - Large font size
 - Clear, easy-to-read print
- Ramps
 - Parking area
 - Drop-off bay
 - Entrance
 - Within the facility

2. Functional Opportunity

The next level of the Inclusion Pyramid is Functional Opportunity. Functional Opportunity occurs when there is a chance for someone with a marginalised identity to participate and connect with other people within their community by doing the same activity with the community members.

Functional Opportunity is the second level of the pyramid because there needs to be physical access to a shared space before someone with a marginalised identity could be given the chance to partake in that shared activity. Without physical access, there is limited opportunity to be given functional participation roles.

It's important to note that functional opportunity isn't only limited to the chance for someone to participate in a shared activity within their community, it also refers to the opportunities that are given to people with marginalised identities to hold valued roles.

The valued roles within a community will differ and change depending on the members of that community. However, it is important nonetheless that these opportunities are given to those who have historically been excluded and marginalised.

Valued roles allow people who have been excluded and marginalised an opportunity to contribute to the communities with which they choose to belong. The focal point of this level of the pyramid is on people who have been excluded and the need to give them the choice and control of when, and how, they want to participate in the shared activity. These activities would be the conduit for them to occupy valued roles that allow them to contribute their time, skills, talent, and interests.

This aspect of the pyramid is also legislated to a degree. The Disability Discrimination Act of 1992 (*Australian Human Rights Commission 2014*), for example, states that people with disabilities must always be given the same access and opportunities to participate as those who do not have any disability, meaning that specific modifications within reason, at times, must be made.

Practical Element

Is my club or group providing functional opportunity?

This checklist has been based on *Inclusion Solutions' Nine Pillars of Inclusion* resource.

- We promote all volunteering roles to our members
- We promote all employment opportunities to our members
- We promote all participation roles to the wider community
- We promote all volunteering roles to the wider community
- We promote all employment opportunities to the wider community
- We give members choice and control on how they would like to contribute
- We are willing to make variations to traditional participation, volunteering and employment roles
- We actively seek to identify the skills and talents of our members
- We utilise the skills and talents of our members and employees



3. Social Inclusion

Finally, at the top level, we find Social Inclusion. Social Inclusion happens when someone is accepted into the community as one of its members. They are able to participate in the same activities as everyone else, and they are able to do it with everyone else (not in a separate area, away from everyone else). True social inclusion is a cultural change. It is the change of attitude towards those who have historically been excluded.

Allowing someone to gain physical access and giving them functional opportunities enable the community members around them to be welcoming of historically excluded people. This is where people who have historically been excluded find belonging. This change in attitude only happens when community members see that people with marginalised identities are just that: they are people.

The institutionalisation of people with disabilities, the segregation of people of colour, and the exclusion of people with marginalised identities has resulted in a society that has collectively dehumanised those who were different. This dehumanisation, whether it was intentional or an inevitable result of the historical treatment of people with marginalised identities, has been perpetuated in the systems that we have built, and the communities that we have created.

When we allow those who have historically been excluded, to consistently and continuously have physical access to shared spaces, while giving them multiple and varying functional opportunities, we start changing the perceptions and experiences of community members, allowing those who have been excluded to find belonging in a community. This results in true social inclusion—where anybody is welcome, everybody is given the opportunity to participate in shared activities, and everyone is accepted not despite of their marginalised identities, but simply because they are people.

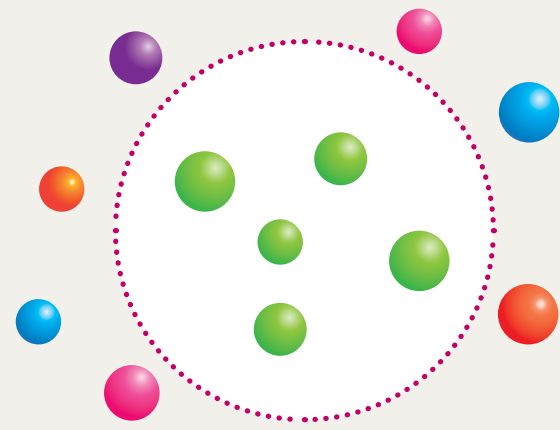


Practical Element

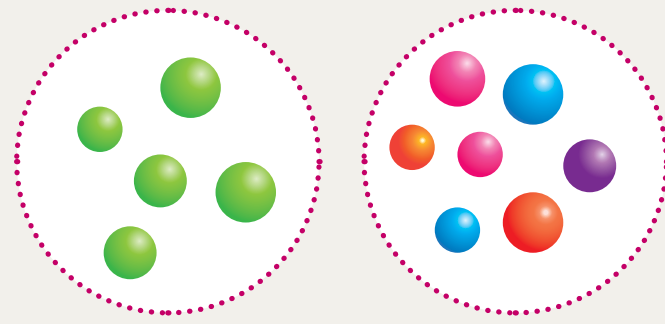
Here are some suggestions on how you can create an inclusive environment at your club.

- Nominate a "Welcomer"
- Develop a Code of Conduct
- Host regular social events around common interests (i.e. food based)
- Acknowledge volunteer contributions with awards
- Acknowledge inclusive behaviours with awards
- Develop partnerships within your community to strengthen your club
- Treat all members equally
- Participate in PD opportunities (i.e. Social Inclusion Training)
- Develop relationships with other inclusive clubs
- Strengthen your relationship with your Local Government staff
- Use a variety of communication methods
- Make reasonable adjustments to your recruitment, selection, training and career development areas
- Promote inclusive language
- Respect the diverse backgrounds of all people
- Get to know your members (ask them what they are knowledgeable, skilful and passionate about!)
- Give members the opportunity to contribute their knowledge, skills and passions
- Provide development opportunities for your volunteers
- Provide development opportunities for your employees
- Actively seek feedback from your members
- Give your members a voice in decision making (i.e. strategic planning)
- Celebrate your success and share it with the wider community
- It's okay to make mistakes - learn from them
- If you are unsure, ask for help!

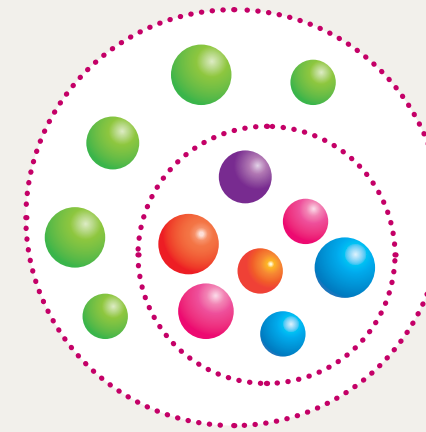
Inclusion Spectrum



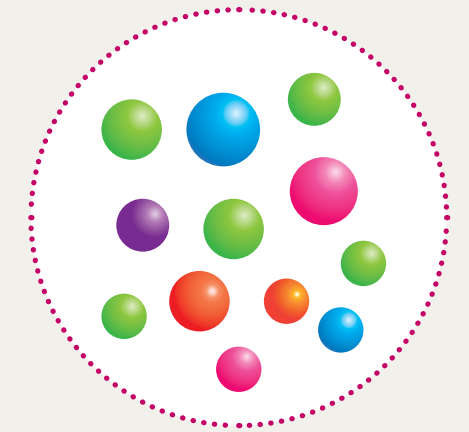
EXCLUSION



SEGREGATION



INTEGRATION



INCLUSION

EXCLUSION: Denied access to community

Exclusion is defined as the restriction of, or the denied access to opportunities within community. Exclusion does not allow individuals to share an ordinary place, contribute or have any choice and control.

The ability to participate in community without discrimination and disadvantage is a basic human right. When a person is discriminated against or disadvantaged, they can experience exclusion.

Exclusion can also occur in different degrees. It can be deliberate and explicit, where people purposefully are excluded, or it may be implicit and unintentional, as a result of people adhering to perceived norms, values, and established forms of social interaction.

SEGREGATION: Grouping based on similarities

Segregation is a system that separates groups of people from each other, based on differences such as religion, race, disability, or gender.

Segregation is the system that resulted from an evolutionary need where humans would historically travel in small, segregated groups. This was so that people could become parts of groups that have the same characteristics, in order to survive. As we have evolved as human beings, there are fewer and fewer valid reasons for us to be segregated. This is not to say that there aren't benefits to segregation.

For example, a disability-specific gymnastics program, would allow people with disabilities to connect with each other while reaping the benefits of physical exercise. This may also be a safe space for them to be part of a community without being in an environment that they may not be comfortable in. However, this may prevent the participants from branching out and connecting with people in the wider community.

It's important to note that these types of programs have been called "inclusive", but we now understand that this is segregation. This is still, however, better than an alternative of social exclusion.

INTEGRATION: Opportunities based on skill level

Integration is when a group of people participate within the boundaries of a greater community, without having the opportunity to be fully included in all aspects of community life. An integrated model groups individuals together, based on skills within a specific activity.

Integration can be used as a pathway to achieving inclusion. In an integrated program, those who are typically excluded are able to share an ordinary place with others, have the opportunity to contribute and are given choice and control over what they want to do and how they want to do it.

For example, an integrated program is the Integrated Football League. In this program, people with disabilities are given the opportunity to participate in the sport within an established club structure. This means, they practice on the same night as the other teams in the club, wear the same uniform as everyone else and have the opportunity to develop their skills.

Integration being used as a pathway offers people a safe environment to develop their skills while simultaneously giving them the opportunity to progress into any skill appropriate team – regardless of disability – if they choose to do so.

INCLUSION: An active role in community

Inclusion is when all people have the opportunity to be involved and play an active role within their community.

For example, a person who is experiencing inclusion would be able to access their local gymnastics club, with the rest of the community. Not only would they be able to participate within the club, but they are given choice and control as to how they participate. They would have the ability to contribute their skills, knowledge and passions. They are made to feel like they truly belong and are valued by their club.

Including someone who traditionally has been marginalised or excluded due to factors such as disability, language, culture, or gender, enables them to find a valued role within community life.

Inclusion Spectrum continued

Using the table below, list some of the opportunities that are currently happening at your KinderGym program and where they fall on the Inclusion Spectrum.

[illegible]






Inclusive class planning

When creating imaginative and exciting lesson plans for KinderGym classes, it is important to consider just how inclusive each element is. Not every aspect of your KinderGym lesson is going to be accessible for all people. We can work around this by considering if the element can be used by all people the way it is intended, if it can be adapted to be used in alternative ways, or if it can be used to promote social connection.

If we went to our neighbourhood playground, we would, most likely, find a slide. The everyday playground slide might be a standard piece of equipment, but not all people can access it. Slides do not need to be removed from playgrounds because of this; we simply need to provide adaptations or opportunities to include all. Roller slides are an adaptation created to provide stimulation to those on the Autism Spectrum. Some parks even have telephones at the top and bottom of slides, so those who cannot use the slide in its traditional sense can still be part of the activity with others. We can do this for elements within KinderGym classes too.

Can you answer yes to any of the below questions?

 Physical access	Can all people use the element as it is intended?	Yes	No
 Functional opportunity	Can it be adapted to be used in a different way?	Yes	No
 Social inclusion	Can it be used to encourage social connection between gymnasts and/or adults?	Yes	No

If no, consider providing a second option alongside the element.

It is important to consider different access barriers people may face when coming to KinderGym. Those with a physical disability will face different barriers from those with an intellectual disability, as will those who are low vision or do not speak English as their first language. It is also important to consider the caregiver who is assisting the gymnast. Are they able to access all elements of the KinderGym circuit to support and assist, and if they can't, can they be adapted to provide functional opportunity or promote social inclusion? Including the caregiver in as many aspects as possible is a great step towards ensuring gymnasts stay with your club, long after they have graduated from your KinderGym program.

Below are just a few examples of different demographics, the barriers they may face in KinderGym, and the opportunities available to them.

Children with physical disability

Exploring the gymnastics environment with a physical disability could be a different experience from those without. Children may have prosthetic limbs, or use tools such as walkers or wheelchairs, and may rely on the assistance of their caregivers when navigating new environments.

Common barriers	Benefits of KinderGym
<ul style="list-style-type: none">• May have limited mobility• Cannot always access facilities due to the assistive tools they might use	<ul style="list-style-type: none">• Increased development of strength and balance• Gymnasts have the dignity of risk, in a safe and supportive environment• Gymnasts can gain a sense of independence in and out of KinderGym classes

Children on the Autism Spectrum

With an array of textures, sights and sounds in a KinderGym class, a child who is on the Autism Spectrum may feel overwhelmed before, during, or after their class. Offering a sensory zone will not only allow children to take some time to regulate but will help caregivers feel accepted within your community.

Common barriers	Benefits of KinderGym
<ul style="list-style-type: none">• Often considered “naughty” or “disruptive”• May not be aware of “unspoken rules” or class etiquette	<ul style="list-style-type: none">• Opportunity to explore movement at their own pace• Gymnasts can practice their communication skills with both children and adults

People with language barriers

While considering how to communicate with those who speak different languages, we should also consider ways to communicate and connect with those who are non-verbal or those who use Auslan. Using imagery and demonstrations to explain activities and stations will ensure that all gymnasts and caregivers understand what to do.

Common barriers	Benefits of KinderGym
<ul style="list-style-type: none">• May find complex instructions (verbal and/or written) difficult to follow• May require visual signage to locate different points of interest throughout the facility, such as entry points and toilets	<ul style="list-style-type: none">• Opportunity to practise communicating with a range of people and age groups• Cross-cultural friendships



Pregnant caregivers

Ensuring pregnant caregivers and their participating gymnast can safely navigate the KinderGym environment is vital with this group.

Common barriers	Benefits of KinderGym
<ul style="list-style-type: none">• May have limited mobility• May require additional assistance when navigating their gymnast through the class	<ul style="list-style-type: none">• Opportunity to connect with other caregivers and share experiences• Provides the opportunity to bond with their participating gymnast before the birth of their child

Caregivers with disability

When hosting caregivers with disability, be prepared that not all elements of the KinderGym environment will be accessible. You can include these caregivers by ensuring they are still part of the experience and by including relationship building opportunities between all caregivers, gymnasts and coaches. These relationships can help assure all caregivers that someone is available to assist their participating gymnast if required.

Common barriers	Benefits of KinderGym
<ul style="list-style-type: none">• May require adaptations to be made to anything from communication to the physical environment• May feel like they don't belong when around other caregivers	<ul style="list-style-type: none">• Opportunity to connect with other caregivers and share experiences• Can share personal experiences with clubs and coaches to make programs and facilities more inclusive for people with disability

Use the blank spaces to add more demographics you have experience including in your club.

Demographic:

Common barriers	Benefits of KinderGym

Demographic:

Common barriers	Benefits of KinderGym

Demographic:

Common barriers	Benefits of KinderGym





Understanding your community

To develop inclusive programs for your community, you must first know exactly what the community looks like. By using information provided by Local Government, or resources such as profile.id (www.profile.id.com.au), clubs can compare the demographics of their local area to the demographics of their membership.

Using Profile.id

To create a clear picture of the surrounding community, clubs should consider the following:

Population summary

This data includes the total number of males and females in an area. Data for those who identify as non-binary, gender fluid or other is not yet available. The Aboriginal and Torres Strait Islander population of an area can also be found here.

Five-year age groups

Five-year age group data collates the number of residents in an area aged 0 to 4, 5 to 9, 10 to 14 and so on. This data helps clubs identify exactly how many potential members are in their surrounding areas and can assist in planning for future demand.

Households with children

This data can be broken down into couples with children and single parents with children. A club in an area with higher numbers of single parents with children may see a greater demand for weekend classes, over day-time, as parents may not have as much availability during the day.

Birthplace

Birthplace data can be used in one of two ways. The birthplace summary breaks information down into three categories: Total overseas born, Australia, and Not stated. Data is also provided based on countries of birth.

Language spoken at home

Understanding the languages used in a community gives clubs the opportunity to use more diverse forms of communication.

Need for assistance

This data is collated in age groups, giving clubs the opportunity to plan exactly how they can create pathways to inclusion, now and in the future. Please note that this information is based on the question “Does the person ever need someone to help with, or be with them for, self-care activities?” and may differ to the total number of people with disability living in your area.

Household income

By establishing the average income of people in the local area, clubs can adapt policies, fee structures, packages and even payment plans to be more accommodating and inviting.

Data available from profile.id has been sourced from the Australian Bureau of Statistics.

Your Club Community

Let’s compare your club community with your local area. By looking at the demographics of the entire club, not just the KinderGym program, clubs can identify how they can attract new members, as well as plan each member’s journey as they transition out of KinderGym.

Community Demographics	% of Community	
Males		
Females		
Aboriginal and Torres Strait Islander people		
Households with children	Couples %	Single Parents %
0 to 4-year-olds		
5 to 9-year-olds		
10 to 14-year-olds		
People born overseas		
Top 3 languages other than English spoken at home	Language %	Language %
	Language %	
People with disability		

Club Demographics	% of Members	
Males		
Females		
Aboriginal and Torres Strait Islander people		
0 to 4-year-olds		
5 to 9-year-olds		
10 to 14-year-olds		
Members born overseas		
Speak a different language at home		
Members with disability		

Your Club Community continued

Using the table below, list some of the demographics that you have discovered in your community and how your KinderGym program includes them.

[illegible]

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Gymnastics
Australia



inclusion
solutions



Gymnastics
Western Australia

Unit 3/59 Walters Drive, Osborne Park, Western Australia
Post: PO Box 1279, Innaloo WA 6918
Phone: (08) 9443 7226 Email: info@inclusionsolutions.org.au
www.inclusionsolutions.org.au