



INCLUSIVE HOOKIN2 HOCKEY HANDBOOK



IN PARTNERSHIP WITH APM

APM is proud to join Hockey Australia as Hockeyroos' Major Partner, Official Partner of the Kookaburras, and Exclusive Category Partner - Disability Service Provider.

Through this partnership we're excited to help bring all-abilities hockey and the inclusive hockey program to more people across Australia.

Whether we're on the pitch, court, oval or in the pool, sport has the power to inspire all of us.

Hockey Australia's clubs and players share this passion and we're delighted to be part of a team with shared goals in promoting inclusive sport.

At APM we understand the value of inclusion and our global team now enables better lives for more than 2 million people each year.

We do this by helping people to find jobs, improve their health and participate in their community.

We're dedicated to making a positive, lasting social impact, and enabling better lives every day.

Learn more at apm.net.au

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APM
enabling better lives



CHAMPIONING INCLUSION CAN...

- Enhance your club's brand and reputation
- Increase governance and risk management and decrease potential legal risks
- Increase membership
- Increase pathway and participation opportunities
- Increase sponsorship opportunities
- Increase your volunteer base
- Ensure greater publicity and positive public image
- Provide a better connected and more diverse hockey community
- Break down barriers and promote social inclusion



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Image: Stu Westmore

PARTICIPATION THEORIES

Section 1 details theories around participation in sport and physical activity, plus general information on the priority communities of people with disability, LGBTQ+ participants, First Nations people and multicultural communities, included in this Handbook.

People with disability, those from diverse backgrounds, First Nations people, Women and girls, LGBTQ+ community are likely to face a number of additional barriers to participation in sport.

These include: lack of early experiences in sport, a lack of awareness and understanding on how to include these groups from coaches, Boards and club members, lack of accessible or appropriate facilities, limited access to information and resources.

Here is a list of common barriers that anyone might face when trying to access sport and physical activity.

BARRIERS TO PARTICIPATION



Time

People are less willing, or able, to commit time for training and set fixtures in team sports



Cost

Participation in sport often involves significant investment which can be a major barrier for some Australians



Access

Access barriers may include location, such as regional or remote locations, building accessibility, availability of infrastructure or a lack of transportation



Enjoyment

Unwelcoming cultures, poorly designed sessions, and deliverers who are unfriendly all lead to a decline in participation



Self Esteem

Includes lacking confidence in their ability, feeling responsible for a team or individual result or not having access to appropriate uniforms or activewear



Risk

Fear of injury as people age or for young children can stop people from participating



Awareness

People may not know how or where to access participation opportunities. They may also be unaware of all participation opportunities



Environment

Infrastructure which is inaccessible, unwelcoming environments, poor venue quality, location and venue safety can all have a negative effect on a participants experience



Delivery

The way sessions and games are delivered is important. Poorly educated coaches, badly designed products, poorly organised sessions or out of date methodology

The pillars provide an overview of the common elements that contribute to creating inclusive environments.

7 PILLARS OF INCLUSION



Access

Access explores the importance of a welcoming environment and the habits that create it.



Attitude

Attitude looks at how willing people are to embrace inclusion and diversity and to take meaningful action.



Choice

Choice is all about finding out what options people want and how they want to get involved.



Partnerships

Partnerships looks at how individual and organisational relationships are formed and how effective they are.



Communication

Communication examines the way we let people know about the options to get involved and about the culture.



Policy

Policy considers how an organisation commits to and takes responsibility for inclusion.



Opportunities

Opportunity explores what options are available for people from disadvantaged backgrounds.

The tool can be used to identify a range of choices that could be possible for people with disability.

- **No modifications:** a participant with intellectual disability plays in the local under 12s hockey team
- **Minor modifications:** a vision impaired hockey player's team wear a brightly coloured uniform
- **Major modifications:** seated shot-putter competes with separate rules using modified equipment in an integrated competition
- **Primarily for people with disability:** Wheelchair basketball team competing with both seated athletes and able-bodied peers
- **Non-playing role:** people with disability coaching a team, administration roles, volunteering at the canteen
- **Only for people with disability:** the Parahockey (ID) Australian team competing at the Special Olympics World Games

DISABILITY INCLUSION SPECTRUM





FIRST NATIONS INCLUSION MODEL

Sport can help break down barriers and assist with entry into Aboriginal and Torres Strait Islander communities. It can be used as a medium to reach individuals from every age-group, culture and socio-economic background.

Education

Sport is often seen as a way to engage Aboriginal and Torres Strait Islander young people in education. It also promotes improved physical and mental wellbeing, which can have a positive impact on the ability to learn.

Health and wellbeing

Sport, particularly team based like hockey, can support positive health outcomes such as improved resilience and mental health, positive role models, social connectedness, and ongoing physical activity.

Role models

Role models, from elite player, to coaches, friends or community leaders can help demonstrate diversity, inclusion and encourage preferred behaviours.

LGBTQ+ INCLUSION

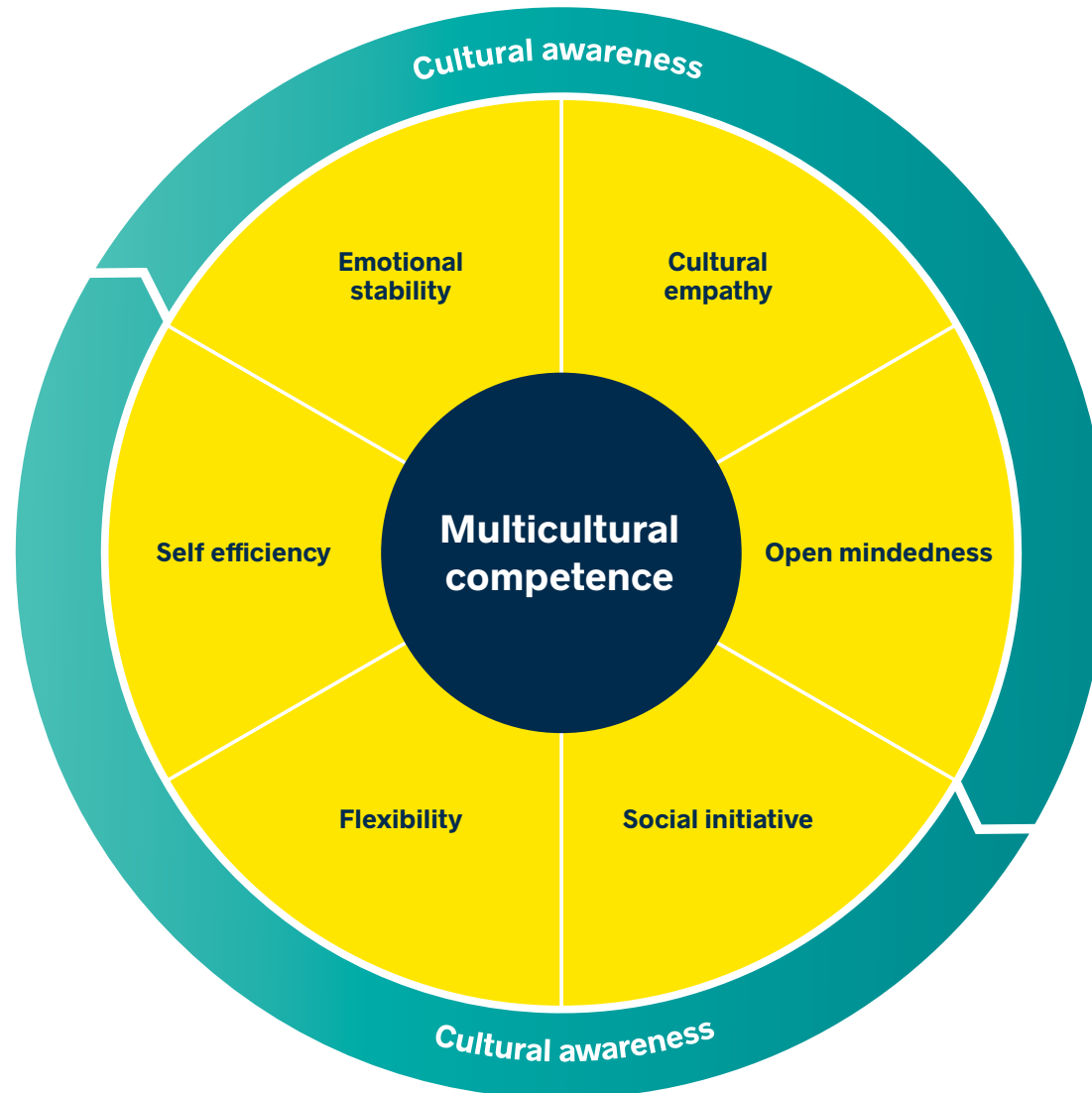
Here are some simple steps we can all take to support each other and ensure we are a positive ally.

- Respect the confidentiality of LGBTQ+ participants
- Call out any behaviour from teammates, coaches, volunteers, fans or administrators that is not acceptable.
- Celebrate visibility
- Demonstrate that you are LGBTQ+ friendly through delivering events, such as a Pride Round, and celebrating days such as Wear it Purple.
- Model inclusive language including using appropriate pronouns
- Continue to learn and educate the community



This model demonstrates six indicators of multicultural competence.

CULTURAL AWARENESS MODEL





USEFUL COMMUNICATION TIPS

This section should be used as a guide. It is important to not have any preconceived ideas on ability, behaviour, and other characteristics of the participant.

Unconscious biases are social stereotypes or prejudices individuals have about certain people or communities that they aren't consciously aware of having. It is important that coaches are aware of their unconscious biases, particularly when working with priority communities such as people with disability or First Nations people.



PHYSICAL DISABILITY

Physical disabilities can cover a wide range or levels of impairment. A physical disability should never stop someone from taking part in sport, it just may mean the coach needs to work with the person to modify or co-design the activities.

It is important to note that people all have their own preferences, so it is best to ask what support is required and do not assume.

COMMUNICATION TIPS FOR COACHES

- When giving instructions to a participant in a wheelchair, carefully consider the words you use.
- Don't touch a person's wheelchair unless given permission.

OTHER USEFUL TIPS

- Some equipment may need to be adapted to accommodate the person's needs.
- Be aware of each individual's capabilities.
- Have a plan about other ways to allow someone to use a stick.
- Plan the session to allow breaks or down times for those whose muscles might need a break.



INTELLECTUAL DISABILITY

Intellectual disability affects a person's ability to process information. Not all intellectual disabilities are the same and people's abilities will vary greatly. The important thing to remember is to cater for everyone and treat every participant with respect. Have variation in each activity for people with ranging skills and abilities so they can still benefit from the session.

COMMUNICATION TIPS FOR COACHES

- Find out what communication style works for the participant.
- Ensure you have the participant's attention. Try to make eye contact and use their name.
- Provide clear demonstration of an activity and participate yourself so that your involvement can be modelled.
- Learning may occur through looking and listening. When teaching new skills illustrate well and assist the person to move through the processes.

NON-VERBAL COMMUNICATION TIPS

- Body language can be important; use visual cues to help people with intellectual disability understand spoken language.
- Use other visual support to help communication. These can include gestures, signs, cones, flags, colours, symbols and pictures.

VERBAL COMMUNICATION TIPS

- Be specific in praise and encouragement, for example 'good hit' focuses on the action being encouraged.
- Use plain, simple language without being condescending. Keep questions, directions and answers simple and easy to understand.
- When giving instructions, be specific. Break up the instructions to have one idea per sentence.



An estimated 1 in 7 people
identify as neurodivergent
in Australia

NEURODIVERSITY AND THE AUTISM SPECTRUM

Neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities such as dyslexia.

Autism is a developmental condition that affects how a person learns and interacts with the world around them. Autism is not a one size or shape fits all disorder, everyone will be slightly different and will respond differently in different situations.

COMMUNICATION TIPS FOR COACHES

- Use the participants name at the beginning of instructions or a question.
- Deliver information in a clear, specific and well-structured manner.
- Avoid sarcasm, euphemisms, and implied messages.
- Demonstrate tasks, break them down into steps and use visual supports when appropriate.
- Provide a definite beginning and end to activities and give warnings of any changes that are about to happen.

OTHER USEFUL TIPS

- Behaviour management can be assisted by letting the participant cool off in their own time.
- Might prefer to play alone or next to others rather than with them, factor this when planning activities.
- Sounds sensitivity: offer a quiet break space, communicate expected loud noises, offer or allow the use of noise-cancelling headphones.
- Tactile: allow modifications to the usual activity uniform - eg. Wearing of bibs.
- Movements: allow the use of fidget toys, allow extra movement breaks, offer flexible seating.



DEAF OR HARD OF HEARING

Deaf or hard of hearing athletes participate in all sports, with minimal, if any modifications. Find out from the participant or the parents/caregivers the preferred means of communication.

COMMUNICATION TIPS FOR COACHES

- Don't be afraid to ask the person how they would like to communicate.
- Gain the person's attention before speaking, make eye contact.
- Reduce background noise where possible.

VERBAL COMMUNICATION TIPS

- Use demonstrations when giving directions.
- Speak clearly and at a natural pace. Don't shout.
- Use plain English and give time for the message to be understood, particularly if there is an interpreter there.



VISION IMPAIRMENT OR BLIND

Coaches need to be aware of the degree of vision impairment of a participant and consider this when developing a program and involving them in activities.

COMMUNICATION TIPS FOR COACHES

- When meeting someone identify yourself and others who you are with. Don't assume they will recognise your voice.
- Speak clearly and naturally. Try to speak with tone and emotion in your voice.
- Be specific when giving directions.
- Avoid language that needs visual reinforcement, such as “over there”.

OTHER USEFUL TIPS

- Be aware of each individual's capabilities.
- Ask what support is required - do not assume without asking.
- Include colour combinations that are easier for those who are vision impaired or colour blind. This should be factored in for field markings, equipment or bibs.
- Make sure to provide an orientation to the program area.
- Provide 1:1 support if necessary.



ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

Providing an inclusive environment can be a great opportunity for Aboriginal and Torres Strait Islander people to become more involved in the community through sport. This may also assist to reduce health issues while increasing cultural pride and promoting respect and diversity within sport and the Australian community.

COMMUNICATION TIPS FOR COACHES

- English may be someone's second or third language so use plain and simple language and explain terminology.
- Demonstrations and other visual supports may assist with communication.
- Be aware that there may be gender specific elements that need to be considered for cultural reasons (Men's and Women's Business).
- In some communities looking someone in the eye, particularly elders, is extremely rude and disrespectful therefore look for other signs a person is listening, such as nodding their head.



CULTURALLY AND LINGUISTICALLY DIVERSE PEOPLE & ENGLISH AS A SECOND LANGUAGE PARTICIPANTS

Australian society is made up of people from many different cultures and backgrounds. Many may speak different languages and/ or English as a second language. Sport can offer people great opportunities to develop social skills and settle into the community.

CALD audiences tend to respond well to offers of joining mainstream sport organisations when this is communicated through trusted sources such as community and cultural networks. Use words such as: safe, fun, easy to join, no commitments, confidence, achievements, and friends to encourage people to join.

COMMUNICATION TIPS FOR COACHES

- Determine the level of English proficiency of the participants, consider using translating services for introductory sessions.
- Use plain English, avoid jargon, give enough time for the message to be understood.
- Use demonstrations and other visual support to communicate.

OTHER USEFUL TIPS

- Consider having a flexible uniform policy that allows for cultural attire. Some cultures require women and girls to dress conservatively.
- Be patient and understanding with issues that may be the result of cultural differences.



MODIFY GAMES

This section should be supported by the Hookin2Hockey Handbook plus additional coach education courses found on the Hockey Australia and Australian Sports Commission websites.

Case Study

During a local come and try hockey session, an 8-year-old boy named Ben who had cerebral palsy, fully participated with some modifications. Ben used a lighter stick that was easier to hold, there were larger volleyballs used at the start, instead of hockey balls, so Ben could practise the basic skills. The size of the field, plus number of players on the field were reduced which allowed Ben more touches of the ball. Ben later joined the club's Hookin2Hockey Program for the season due to this great first experience!

HOW TO MODIFY GAMES TO MAKE THEM MORE INCLUSIVE

Vary one or more of the game elements to maximise participation and better meet the needs of players and game objectives:

Coaching style

Provide discreet coaching without interrupting a game. Vary how you communicate according to player needs

How you score or win

Increase opportunities to score (eg. End zone rather than a goal) or vary the size or distance to a target

Area

Change shape or size of the playing area to increase or decrease difficulty

Numbers

Use different team numbers or vary the number of turns. Decreasing team size can increase player involvement and maximise participation

Game rules

Change the rules slightly (eg. No tackling) allows players more time to make a decision. Where you can score from, number of passes.

Equipment

Vary the size and type of equipment (eg. Use a larger and softer ball)

Inclusion

Engage participants in the modification of activities to maximise their involvement. Every player has to touch the ball before the team scores.

Time

Reduce or extend the time of a game or skill

TREE MODEL

Practical tool designed to help modify activities. There are four essential elements of an activity that can be modified to make it more inclusive:

Teaching style

The way an activity is delivered can have a significant impact on how inclusive it is

- Ensure participants are positioned correctly
- Use appropriate language for the group
- Use visual aids and demonstrations
- Keep instructions short and to the point
- Check for understanding

Rules

Rules may be simplified or changed and then reintroduced as skill levels increase

- Reduce the number of players in a game to allow for more touches
- Reduce or extend the time to perform actions
- Allow different point scoring systems
- Reduce the competitive elements in the game

Equipment

Equipment can be modified or created for any given situation

- Use lighter or larger balls or balls with a bell inside
- Use equipment that has a colour contrast
- Create grips, or other modifications

Environments

- Reduce or increase the size of the playing area
- Use a smoother or indoor surface
- Use zones within the playing area
- Minimise distractions in the surrounding area



EQUIPMENT MODIFICATIONS

Different Sticks

Size and weight - ensure that the participants have a stick that is appropriate to their size, strength and skill level

- Lighter sticks may be easier for participants with lack of strength, reduced limb functionality
- Longer sticks can help reaching the ball
- Shorter sticks may be required for wheelchair users
- Larger surface area to strike the ball with

Different Balls

Size and weight, addition of sounds.

- Lighter ball will be easier to move
- Larger easier to hit and see
- Softer will travel more slowly and easier to control
- Bells or sound addition will help participants identify the ball if vision is impaired
- Different colours could also help vision impaired participants

Different Goals

- Size, weight or colour can be modified
- Changing the number of goals within an activity.

Other modifications:

- Sashes instead of bibs
- Stick straps that can assist with the gripping of a hockey stick
- Flat field markers rather than using cones

TERMINOLOGY

Words to avoid	Use instead
Disabled person or handicapped	Person with disability *Use uncountable nouns eg. person or people with disability, NOT persons with a disability
Disabled toilets or parking	Accessible toilets or parking
Mentally retarded	Person with intellectual disability
Terms beginning with 'the' eg. the blind	People who are blind or have vision impairment
Wheelchair-bound	Wheelchair user *People use mobility aides to increase independence or freedom but may not always use these.
Suffer or suffering from Victim Unfortunate	Not all people with disability are unwell or suffering. Put person first and be specific eg. person with Down syndrome
Brain damaged	Person with an acquired brain injury
Dwarf	Person who is of short stature
Paraplegic	Person with paraplegia
Jack is autistic Lee has mild autism	Jack has autism Lee is on the autism spectrum

Further information on terminology can be found here: [People with Disability Australia Language Guide](#)



GLOSSARY

Aboriginal - the terms 'Indigenous', 'Aboriginal' and 'Aboriginal and Torres Strait Islander' are often used interchangeably to refer to the diverse groups of people indigenous to Australia.

Culturally and Linguistically Diverse - the terms 'culturally and linguistically diverse' (CaLD) and 'non-English speaking background' (NESB) are both commonly used to refer to all of Australia's non-Indigenous ethnic groups, other than the English-speaking Anglo-Saxon majority.

Culture - can be described as the personality of an organisation or 'the way we do things around here'. It guides how a club or association operates, and in turn, how its members normally behave.

Disability - a disability can generally be defined as a condition which may restrict a person's mental, sensory or mobility functions to undertake or perform a task in the same way as a person who does not have a disability.

Direct and indirect discrimination - direct discrimination occurs if a person treats someone unfavourably because of a personal characteristic protected by law (such as race, gender, disability). Indirect discrimination occurs where a requirement, condition or practice is imposed that, on the face of it applies equally to all, but in practice can only be met by certain advantaged people.

Diversity - the concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognising our individual differences.

Equality - refers to being equal, especially in status, rights or opportunities.

Equity - recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome



Image: Stu Westmore

GLOSSARY

LGBTIQ - stands for lesbian, gay, bisexual, transgender/transsexual, intersex and queer.

Inclusion - providing a range of options to cater for people of all ages, abilities and backgrounds, in the most appropriate manner possible.

Member Protection Policy (MPP) - a MPP is designed to protect members, including players/participants, administrators, coaches and officials, from discrimination, harassment and inappropriate behaviour and outlines how complaints are dealt with.

Member Protection Information Officer (MPIO) - a MPIO is the person responsible at a club, association or sport for providing information and options to a person making a complaint or raising a concern, as well as support during the process.

Migrant/refugee/asylum seeker - a migrant is someone who leaves their country of origin voluntarily to seek a better life for a range of personal and economic reasons. The UN definition of a refugee is a person who is 'outside their home country because they have suffered (or feared) persecution on account of race, religion, nationality, political opinion or because they are a member of a persecuted social category of persons, or because they are fleeing a war'. An asylum seeker is a person who has sought protection as a refugee, but whose claim for refugee status has not yet been assessed.

Positive discrimination/affirmative action - a range of measures or initiatives intended to redress the effects of past discrimination.

Reconciliation Action Plan - a framework or business plan that documents what an organisation commits to do to contribute to reconciliation in Australia.

Social inclusion - is about making sure that all children and adults are able to participate as valued, respected and contributing members of society.

INFORMATION SOURCED FROM:

Inclusive Glossary https://www.sportaus.gov.au/participation/inclusive_sport/toolkit/inclusion-glossary

Barriers of Participation [Barriers | Sport Australia](#)

7 Pillars of Inclusion <https://inclusivesportdesign.com/planning-for-inclusion/7-pillars-of-inclusion-using-commonalities-as-the-start-point-for-inclusive-sport/>

Disability Inclusion Spectrum https://www.sportaus.gov.au/_data/assets/pdf_file/0009/952128/Inclusion-in-Sport-People-with-Disability.pdf

First Nations Inclusion model <https://www.clearinghouseforsport.gov.au/kb/indigenous-australians-and-sport>

Physical Disability [Disability Sports Australia](#)

Intellectual Disability [Sport Inclusion Australia](#)

Intellectual Disability [Special Olympics Australia](#)

Autism Fact sheets – [Autism Spectrum Australia \(Aspect\)](#)

CALD [CALD_Summary_Final.pdf \(clearinghouseforsport.gov.au\)](#)

Disability The Disability Resource – [Latrobe University \(disability-resource.org.au\)](#)

Aboriginal and Torres Strait Islander [Communicating with Aboriginal and Torres Strait Islander Audiences | Department of the Prime Minister and Cabinet \(pmc.gov.au\)](#)

Change It https://www.clearinghouseforsport.gov.au/_data/assets/pdf_file/0010/864370/Change_It_guide.pdf

Tree Model https://www.sportaus.gov.au/sports_ability/using_tree

HOCKEY.ORG.AU

