

iNS!DE

social INclusion of people with
Intellectual DisabilitiEs through sport

CAPACITY-BUILDING COURSE FOR PROFESSIONALS WITH PWID (IO3)

DEVELOPMENT OF
THE CAPACITY-BUILDING TRAINING COURSE (A2)



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**INside-social INcluSion of people with Intellectual
DisabilitiEs through sports**

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INSIDE

CAPACITY BUILDING COURSE FOR PROFESSIONALS WITH PWID

1	PROJECT INSIDE introduction
2	MODULE 1 Reference Documents
20	MODULE 2 Role of PWID in sports and games. From recipients to protagonists
40	MODULE 3 The inclusive role of Sports and Games as a tool for inclusion and empowrment
55	MODULE 4 Sustainable developoment goals and sports
73	MODULE 5 Professional working with PWID
89	MODULE 6 Health and safety measures for working with PWIDS

INSIDE project aims to promote social inclusion and empowerment of people with intellectual disabilities (PwID) by enhancing their access and participation in sports activities. Several EU policies (e.g. European Accessibility Act; 2019) focus on the actions needed to be taken for the promotion of equal opportunities for people with disabilities. World Health Organization recognizes PwID as an extremely vulnerable population often subjected to discrimination and neglect, calling for further actions. When referring to sports activities, the statistics indicate that PwID is not offered the same opportunities as the general population. They lack sports opportunities adapted to their level, needs, and capabilities organized by a specialized trainer. The partnership highly recognizes the need for offering organized adapted physical activities to PwID to promote equal opportunities, social inclusion, and empowerment as well as a healthy lifestyle. The project's goal is twofold: on one hand the creation of materials that will facilitate the access of PwID in sport activities and games and on the other hand the enhancement of professionals' capacities regarding PwIDs' empowerment through sports. Therefore, the partnership aims to create an innovative empowering methodology for sports and games (IO1) which will serve as the tool for professionals to enhance PwID's access and participation in sport activities. Moreover, the creation of an "Easy-to-read" sport and games guide (IO2) will facilitate PwID to increase their autonomy by providing them with material that will make them able of preparing sport activities and games by themselves. Professionals will have the opportunity to develop their capacities during the capacity building training course (IO3) based on the above materials (IO1, IO2). A web-platform (IO4) will secure the dissemination and exploitation of the project's results and will aim to facilitate PwID to take part in sport activities.

The capacity building training course (IO3) will be based on the material and the lessons learned from IO1 and IO2 and will aim to enhance the knowledge and skills required for supporting PwID to access sport activities. The capacity building course will focus on the inclusive role of sports and games, didactic guidelines about how to use sport for social empowerment and the health and safety measures needed to be taken under consideration. Moreover, a module of the capacity building course will concern the Sustainable Development Goals, explaining the concept around Agenda 2030 and how sports can contribute to achieving SDGs. The partnership perceives the raising awareness for SDGs as an important aspect of the IO3, for the participants to better conceptualize how sports can holistically contribute to a sustainable future for everyone rather than focusing only on the best ones and the winning.

INTRODUCTION





MODULE 1
REFERENCE DOCUMENTS

INTRODUCTION TO THE MODULE

This module is aimed to provide professionals working with PWID an overview of the regulatory context and reference documents (action plans, European strategies, documents, etc.) in which their work is embedded:

-The consequent commitments of the Member States (the moral and political constraints).

-The strengths and weaknesses of these instruments concerning their capacity to promote and support equal opportunities for PWID, to favour their accessibility to sport and through this facilitate their inclusion and empowerment.

-The concrete impacts of these strategies/pacts of action in terms of concrete proposals for the achievement of the proposed objectives and/or opportunities/support for the development of initiatives for inclusion and empowerment of PWID through sport (this part could be implemented by the various partners with concrete proposals and opportunities put in place in their countries).

The module will help practitioners to have a clearer idea of the framework to be aware of what should be guaranteed and of concrete opportunities to develop effective interventions.

KEYWORDS

Disability, rights, European Union, Convention, Council of Europe, World Health Organization (WHO), PWID (People With Intellectual disabilities), shortcomings and sport and inclusion.

LEARNING OBJECTIVES

- Understand the meaning of disability.
- Know what the rights of people with disabilities are.
- Be able to list the action plans, European strategies, documents and institutions related to the subject.
- Know the importance of sport for people with disabilities and their inclusion.
- Comprehend the importance of continuing to advance in the field of disability.

LEARNING OUTCOMES

Professionals will be able to know:

- the meaning of disability.
- the Convention on the rights of persons with disabilities.
- that all members of the European Union have signed and ratified the Convention.
- the content of article 30 of the Convention.
- the actions plan, European strategies, documents and institutions related to the subject.
- the importance of sport for people with disabilities and their inclusion.
- the importance of continuing to advance in the field of disability

LEARNING CONTENT

- Videos
- Theoretical framework/learning scenarios
- PPT

TEACHING AND LEARN ACTIVITIES

- Master class.
- Viewing of the different videos.
- Discussion among the participants

ASSESSMENT

- Questions to attendees
- Observation

*If the educator wishes, it can also be used to evaluate the questionnaire (created for online sessions).

At the end of each session, there will be a closed-ended questionnaire (online).

TO GO FURTHER

Documents:

The EU Charter of Fundamental Rights as a Constitutional Document

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2458672

The European Pillar of Social Rights: An Assessment of its Meaning and Significance

<https://www.cambridge.org/core/journals/cambridge-yearbook-of-european-legal-studies/article/abs/european-pillar-of-social-rights-an-assessment-of-its-meaning-and-significance/BC9A7E7D0A8CD7915B744DA745ACC242>

Creating opportunities in sport for people with disabilities

https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/679096/EPRS_BRI%282021%29679096_EN.pdf

European Declaration on the Health of Children and Young People with Intellectual Disabilities and their Families

<https://apps.who.int/iris/bitstream/handle/10665/350307/WHO-EURO-2010-4400-44163-62348-eng.pdf?sequence=1>

Videos:

What is the United Nations Convention on the Rights of Persons with Disabilities (CRPD)?

<https://www.youtube.com/watch?v=St61pEPUuFw>

What is the UN CRPD?

https://www.youtube.com/watch?v=sZCa2_sMKW4

Rights Under the UN Convention on the Rights of Persons with Disability (UNCRPD)

<https://www.youtube.com/watch?v=PgQnLXazdSg>

Conference on the Rights of Persons with Disabilities

<https://www.youtube.com/watch?v=z34EVRnU-yQ>

UN Disability Convention animation

<https://www.youtube.com/watch?v=uUwHlBQFszU>

ART. 30

<https://www.euroblind.org/convention/article-30>

The EU Strategy for the Rights of Persons with Disabilities

<https://www.youtube.com/watch?v=myAY3d6vITE>

The making of the Convention on the Rights of Persons with

Disabilities: Prof. Michael Stein

https://www.youtube.com/watch?v=GWIf_NzpvYo

ASEFSU21 | UN Convention on the Rights of Persons with Disabilities (UNCRPD)

<https://www.youtube.com/watch?v=NlcYONDITkg>

The UN Convention on the Rights of Persons with Disabilities (UNCRPD): key features

<https://www.youtube.com/watch?v=rd9yPPP4K2c>

[Understanding the UN CRPD] 2. What is the UN Convention on the Rights of Persons with Disabilities?

<https://www.youtube.com/watch?v=oPhMXGb5kWG>

Inside the Council of Europe

<https://www.youtube.com/watch?v=7SKqVzIHc9o>

The EU Charter of Fundamental Rights

<https://www.youtube.com/watch?v=Fceik3nGkxM>

Strategy for the Rights of Persons with Disabilities 2021-2030

<https://www.youtube.com/watch?v=kf69DQFy7zl>

What exactly is a white paper?

https://www.youtube.com/watch?v=bmXd_fVMr8A

Power of inclusion in sport

<https://www.youtube.com/watch?v=qhhheSwi1kU>

PREPARATION OF THE SESSION

The sessions will be structured around a PPT presentation that will include all the theoretical background and practical implication on the subject to be worked on. The educator will have prepared supportive material, and all the content that will be worked on during the session.

MATERIAL REQUIRED

- Laptop
- Internet connection
- Projector
- Speakers
- Chairs and tables

TITLE OF SESSIONS

- 1 Right of persons with disabilities
- 2 European strategy for people with disabilities
- 3 The role of sport for the inclusion of people with disabilities in the framework of the UE





SESSION 1

RIGHT OF PERSONS WITH DISABILITIES

The purpose of the session will be:

- ✓ Understand the meaning of disability
- ✓ Know what the Convention on rights of persons with disabilities is
- ✓ Be able to explain article 30 of the convention
- ✓ Know the standard rules on the equalization of opportunities for persons with disabilities

Duration of the session : 60 min



INTRODUCTION (5 MIN)

- Presentation of the module (title and index).
- Presentation of the session.
- Provide information on the objectives of the session (detailed in this document).

MAIN PART (35 MIN)

https://www.who.int/health-topics/disability#tab=tab_1

Disability is part of being human. Almost everyone will temporarily or permanently experience disability at some point in their life.

Disability results from the interaction between individuals with a health condition, such as cerebral palsy, Down syndrome and depression, with personal and environmental factors including negative attitudes, inaccessible transportation and public buildings, and limited social support.

A person's environment has a huge effect on the experience and extent of disability. Inaccessible environments create barriers that often hinder the full and effective participation of persons with disabilities in society on an equal basis with others. Progress in improving social participation can be made by addressing these barriers and facilitating persons with disabilities in their day-to-day lives.

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) is a key policy reference. The UNCRPD in 2006 is the first international, legally binding instrument setting minimum standards for the rights of people with disabilities, and the first human rights convention to which the EU has become a party. It endeavours 'to elaborate in detail the rights of persons with disabilities and set out a code of implementation'.

All countries that sign the convention commit to develop and implement policies, laws and administrative measures for securing the rights recognised in the convention and abolish laws, regulations, customs and practices that constitute discrimination. For the EU, the convention entered into force on 22 January 2011 and nowadays all EU Member States have signed and ratified the convention.

The convention's Article 30 refers specifically to 'participation in cultural life, recreation, leisure and sport', to 'promote the participation of persons with disabilities in mainstream sporting activities at all levels; ensure that persons with disabilities have an opportunity to organise, develop and participate in disability-specific sporting activities; [and] ensure that persons with disabilities have access to sporting venues and services'.

UN Convention is also based on Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the General Assembly on 20 December 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities. The rules serve as an instrument for policymaking and as a basis for technical and economic cooperation. The 22 Rules incorporated the human rights perspective and consist of four chapters – preconditions for equal participation, target areas for equal participation, implementation measures, and the monitoring mechanism – and cover all aspects of the life of persons with disabilities.

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (10 MIN)

Have a discussion

REFERENCE



Convention on rights of persons with disabilities + video
(https://www.youtube.com/watch?v=sZCa2_sMKW4)



Article 30: "Participation in cultural life, recreation, leisure and sport" + video
(<https://www.euroblind.org/convention/article-30>)

Final video (<https://www.youtube.com/watch?v=PgQnLXazdSg>)



SESSION 2

EUROPEAN STRATEGY FOR PEOPLE WITH DISABILITIES

The purpose of the session will be:

- ✓ Be able to list the action plans, European strategies, documents and institutions related to the subjects
- ✓ Know the evolution of disability and its regulations

Duration of the session : 60 min



INTRODUCTION (5 MIN)

- Presentation of the session.
- Provide information on the objectives of the session

MAIN PART (35 MIN)

The Council of Europe protects and monitors the implementation of human rights for all, including persons with disabilities since 1959, notably through its Partial Agreement in the Social and Public Health Field.

Its Strategy from 2017 to 2023 sets out the commitment of the Council of Europe and its member States to make the rights a reality for all persons with disabilities, regardless of their impairments.

The overall goal of the Strategy is to achieve equality, dignity and equal opportunities for persons with disabilities in specific areas where the Council of Europe can make an input. This requires ensuring independence, freedom of choice, full and active participation in all areas of life and society. This will be achieved through work and activities around five priority areas as: equality and non-discrimination; awareness raising; accessibility; equal recognition before the law and freedom from exploitation, violence and abuse.

Across the EU, people with disabilities have similar concerns, face similar obstacles and experience similar cases of discrimination. In that sense, The EU's Charter of Fundamental Rights in 2000 reflects its commitment to the rights of people with disabilities. Article 26 of the charter thus underlines that 'the EU recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational inclusion and participation in the life of the community'.

EU'S CHARTER OF FUNDAMENTAL RIGHTS IN 2009

The entry into force of the Treaty on the Functioning of the European Union in 2009 gave legal standing to the Charter, which was previously referenced as an independent document. Moreover, the consolidated version of the Treaty specifically refers to non-discrimination regarding people with disabilities (Articles 10 and 19). Following up on the EU action plans (2005 and 2010) developed to promote the inclusion and equal treatment of people with disabilities, in 2010, the Commission presented the 'European disability strategy 2010-2020: A renewed commitment to a barrier-free Europe', the first of its kind.

In principle 17th of The European Pillar of Social Rights jointly proclaimed in 2017 by the European Parliament, the Council, and the European Commission, underlines that persons with disabilities have the right to income support that ensures their living in dignity, services that enable them to participate in the labour market and society and a work environment adapted to their needs.

Nowadays, there is a new EU disability strategy Union of Equality: The Strategy for the Rights of Persons with Disabilities 2021-2030 intends to tackle the diverse challenges that persons with disabilities face. It aims to progress on all areas of the United Nations Convention on the Rights of Persons with Disabilities, both at EU and Member State level. The goal is to ensure that persons with disabilities in Europe, regardless of their sex, racial or ethnic origin, religion or belief, age or sexual orientation enjoy their human rights, have equal opportunities, have equal access to participate in society have the right to decide where, how and with whom they live, can move freely in the EU regardless of their support needs and no longer experience discrimination.

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (10 MIN)

Have a discussion

REFERENCE



[The strategy for the rights of persons with disabilities 2021-2030: \(Watch the video https://www.youtube.com/watch?v=kf69DQEy7zI\)](https://www.youtube.com/watch?v=kf69DQEy7zI)





SESSION 3

THE ROLE OF SPORT FOR THE INCLUSION OF PEOPLE WITH DISABILITIES IN THE FRAMEWORK OF THE UE

The purpose of the session will be:

- ✓ Know the importance of sport for people with disabilities and their inclusion
- ✓ Be able to list the action plans, European Strategies, documents and institutions related to subject
- ✓ Comprehend the importance of continuing to advance in the field of disability
- ✓ Have a general vision of the evolution that the disability has experienced

Duration of the session : 100 min



INTRODUCTION (5 MIN)

- Presentation of the session.
- Provide information on the objectives of the session (detailed in this document).

MAIN PART (60 MIN)

How many people have disabilities in the European Union?

As World Health Organization and World Bank highlighted in 2011 with “World Report on Disability”, about 15 per cent of the world’s population is estimated to live with some form of disability.

Disabilities especially affect vulnerable populations and many of the barriers they face in daily life are avoidable. For these reasons, World Health Organization Regional Office for Europe in its 2010’s **European declaration on the health of children and young people with intellectual disabilities and their families** called "Better Health, Better Lives: Children and Young People with Intellectual Disabilities and Their Families" recommends multiple, systemic interventions. The declaration is remarking that Health is closely related to well-being and the capacity to enjoy life. The right to health is therefore closely linked to the other rights of children. From that moment, there is a recognized need for concerted action in the European Region to promote the health of children and adolescents with intellectual disabilities, to prevent inequality in health affecting them and to enable them to live stimulating and fulfilling lives in the community. Recognizing the right to health and high-quality health care is a precondition for children’s effective enjoyment of their rights, including family life, education, and participation actively in their communities, in recreation, leisure and sport.

Specifically, in the European frame, the importance of sport’s role in European society and its specific nature were recognised by the Council of Europe: After having formulated its initial considerations in the '**European Sport For All Charter**' (1976), which states that every individual has the right to participate in sport, in 1986 the Council of Europe extended the recognition of people with a disability and their right to participate in sport by creating the '**European Charter on Sport for All: Disabled Persons**'.





European Council's Declaration on the specific characteristics of sport and its social function in Europe(December 2020), of which account should be taken in implementing common policies (the "Nice Declaration"). It points out that, "the Community must, in its action under the various Treaty provisions, take account of the social, educational and cultural functions inherent in sport and making it special, so that the code of ethics and the solidarity essential to the preservation of its social role may be respected and nurtured.

As sport is a fundamental pillar of civil society and one of the most accessible channels for transmitting core values into everyday life, in 2007 the Council of Europe created the Enlarged Partial Agreement on Sport (EPAS) – a new platform integrating sport organizations into political processes, addressing the current challenges facing sport in Europe, including among its priorities the promotion of diversity and the fight against discrimination towards people with disabilities.

In sport's matter is important, also, to stand out "White paper on sport" of 2007. This White Paper focuses on the societal role of sport, its economic dimension and its Organization in Europe, and on the follow-up that will be given to this initiative. Concrete proposals for further EU action were brought together in an Action Plan named after Pierre de Coubertin which contains activities to be implemented or supported by the Commission. As highlight the document, "Sport makes an important contribution to economic and social cohesion and more integrated societies. The specific needs and situation of under-represented groups, therefore, need to be addressed, and the special role that sport can play for young people, people with disabilities and people from less privileged backgrounds must be taken into account". With this paper, the Commission encouraged Member States and sport organizations to: adapt sport infrastructure to take into account the needs of people with disabilities, to ensure that sport venues and accommodations are accessible, to adopt criteria for ensuring equal access, and to train monitors, volunteers and staff of clubs and organizations to welcome people with disabilities. In its consultations with sport stakeholders, the Commission takes special care to maintain a dialogue with representatives of sportspeople with disabilities.

According to this, conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion recognises, the Opinion of the Committee of the Regions on 'Disability, sport and leisure' in 2014 and Conclusions of the Council of the European Union and the Representatives of the Member States meeting within the Council on Access to sport for persons with disabilities in 2019 defends that sport holds an important place in the lives of many EU citizens and plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of 'sport for all', equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion.

Also, these documents added that access to and participation in diverse aspects of sport is important for personal development, an individual's sense of identity and belonging, physical and mental wellbeing, empowerment, social competences and networks, intercultural communication and employability.

Lastly, in 2011, The Commission presents a Communication to the European Parliament, the Council and the European economic and social committee and the committee of the Regions called **Developing the European Dimension in Sport** that does not replace the White Paper but builds on its achievements. In this communication, the Commission defends that persons with disabilities have the right to participate on an equal basis with others in sporting activities and remembers that the EU and its Member States have signed the UN Convention on the Rights of Persons with Disabilities, which includes the obligation to take appropriate measures to make these rights effective and to ensure full implementation of the provisions of this Convention. The Communication wants that all estates to bear in mind that access to 'sport for all' is important, including the accessibility and availability of sport facilities, infrastructures and venues to as many people as possible, in particular to persons with disabilities, as well as the importance of enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities.

With this same approach, European Accessibility Act is a Directive of the European Parliament and of the Council of 2019 on the accessibility requirements for products and services aimed to contribute to the proper functioning of the internal market by approximating laws, regulations and administrative provisions of the Member States as regards accessibility requirements for certain products and services.



This Directive promotes full and effective equal participation by improving access to mainstream products and services that, through their initial design or subsequent adaptation, address the needs of persons with disabilities.

General vision of the evolution that the disability has experienced

Since 1959- Council of Europe: protects and monitors the implementation of human rights for all, including persons with disabilities- notably through its Partial Agreement in the Social and Public Health Field.

1976- 'European Sport For All Charter'- the importance of sport's role in European society and its specific nature were recognised by the Council of Europe: After having formulated its initial considerations in this Charter.

1986- the Council of Europe extended the recognition of people with a disability and their right to participate in sport by creating the 'European Charter on Sport for All: Disabled Persons'

20 December 1993- Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the General Assembly (UN Convention is based on these 22 rules). The 22 Rules incorporated the human rights perspective and consist of four chapters – preconditions for equal participation, target areas for equal participation, implementation measures, and the monitoring mechanism – and cover all aspects of the life of persons with disabilities.

2000- EU's Charter of Fundamental Rights- people with disabilities have similar concerns, face similar obstacles and experience similar cases of discrimination. - this charter reflects its commitment to the rights of people with disabilities.

ARTICLE 26: 'the EU recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational inclusion and participation in the life of the community'.

December 2000- in the European Council's Declaration on the specific characteristics of sport and its social function in Europe, of which account should be taken in implementing common policies (the "Nice Declaration"). It points out that, "the Community must, in its action under the various Treaty provisions, take account of the social, educational and cultural functions inherent in sport and making it special, so that the code of ethics and the solidarity essential to the preservation of its social role may be respected and nurtured.

2005 and 2010- EU action plans (developed to promote the inclusion and equal treatment of people with disabilities).

2006- UN Convention on the Rights of Persons with Disabilities (UNCRPD) - first international, legally binding instrument setting minimum standards for rights of people with disabilities, and the first human rights convention to which the EU has become a party.



ARTICLE 30: 'participation in cultural life, recreation, leisure and sport', to 'promote the participation of persons with disabilities in mainstream sporting activities at all levels; ensure that persons with disabilities have an opportunity to organise, develop and participate in disability-specific sporting activities; [and] ensure that persons with disabilities have access to sporting venues and services'.

2007- Council of Europe created the Enlarged Partial Agreement on Sport (EPAS)- new platform integrating sport organizations into political processes, addressing the current challenges facing sport in Europe, including among its priorities the promotion of diversity and the fight against discrimination towards disabled people.

2007- White paper on sport- The paper focuses on the societal role of sport, its economic dimension and its organization in Europe, and on the follow-up that will be given to this initiative. Concrete proposals for further EU action were brought together in an Action Plan named after Pierre de Coubertin which contains activities to be implemented or supported by the Commission.

As highlight the document, "Sport makes an important contribution to economic and social cohesion and more integrated societies. The specific needs and situation of under-represented groups, therefore, need to be addressed, and the special role that sport can play for young people, people with disabilities and people from less privileged backgrounds must be taken into account". With this paper, the Commission encouraged Member States and sport organizations to: adapt sport infrastructure to take into account the needs of people with disabilities, to ensure that sport venues and accommodations are accessible, to adopt criteria for ensuring equal access, and to train monitors, volunteers and staff of clubs and organizations to welcome people with disabilities. In its consultations with sport stakeholders, the Commission takes special care to maintain a dialogue with representatives of sportspeople with disabilities.

2009- The entry into force of the Treaty on the Functioning of the European Union gave legal standing to the EU's Charter of Fundamental Rights (which was previously referenced as an independent document).

ARTICLE 10 and 19: refer to non-discrimination regarding people with disabilities.

2010- 'European disability strategy 2010-2020'. A renewed commitment to a barrier-free Europe', the first of its kind.

2010- European declaration on the health of children and young people with intellectual disabilities and their families called "Better Health, Better Lives: Children and Young People with Intellectual Disabilities and Their Families recommends a multiple, systemic interventions. Declaration is remarking that Health is closely related to well-being and the capacity to enjoy life. The right to health is therefore closely linked to the other rights of children.

18 November 2010- conclusions on the role of sport as a source of and a driver for active social inclusion recognizes.

22 January 2011- the convention entered into force.

2011- World Health Organization and World Bank highlighted with "World Report on Disability", about 15 per cent of the world's population is estimated to live with some form of disability.

2011- Commission presents a Communication to the European Parliament, the Council and the European economic and social committee and the committee of the Regions called Developing the European Dimension in Sport. That does not replace the White Paper but builds on its achievements.

In this communication, the Commission defends that persons with disabilities have the right to participate on an equal basis with others in sporting activities and remembers that the EU and its Member States have signed the UN Convention on the Rights of Persons with Disabilities, which includes the obligation to take appropriate measures to make these rights effective and to ensure full implementation of the provisions of this Convention. The Communication wants that all estates to bear in mind that access to 'sport for all' is important, including the accessibility and availability of sport facilities, infrastructures, and venues to as many people as possible, in particular to persons with disabilities, as well as the importance of enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities.

2014- 'Opinion of the Committee of the Regions on 'Disability, sport and leisure'.

European Strategy (from 2017 to 2023)- sets out the commitment of the Council of Europe and its member States to make the rights a reality for all persons with disabilities, regardless of their shortcomings.

2017- The European Pillar of Social Rights (proclaimed by the European Parliament, the Council, and the European Commission) - that persons with disabilities have the right to income support that ensures their living in dignity, services that enable them to participate in the labour market and in society and a work environment adapted to their needs.

2019- Conclusions of the Council of the European Union and the Representatives of the Member States meeting within the Council on Access to sport for persons with disabilities. Defends that sport holds an important place in the lives of many EU citizens and plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of 'sport for all', equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion.

Also, these documents added that access to and participation in diverse aspects of sport is important for personal development, an individual's sense of identity and belonging, physical and mental wellbeing, empowerment, social competences and networks, intercultural communication, and employability.

2019- European Accessibility Act is a Directive of the European Parliament and of the Council of 2019 on the accessibility requirements for products and services (aimed to contribute to the proper functioning of the internal market by approximating laws, regulations and administrative provisions of the Member States as regards accessibility requirements for certain products and services. This Directive promotes full and effective equal participation by improving access to mainstream products and services that, through their initial design or subsequent adaptation, address the particular needs of persons with disabilities).

Currently:

- **Union of Equality-** new EU disability strategy -**The Strategy for the Rights of Persons with Disabilities 2021-2030.** It aims to progress on all areas of the United Nations Convention on the Rights of Persons with Disabilities, both at EU and Member State level. The goal is to ensure that persons with disabilities in Europe, regardless of their sex, racial or ethnic origin, religion or belief, age or sexual orientation enjoy their human rights, have equal opportunities, have equal access to participate in society have the right to decide where, how and with whom they live, can move freely in the EU regardless of their support needs and no longer experience discrimination

Conclusion:

Over the years there has been an evolution of the view toward disability. In addition, different ways have been sought to ensure that people with disabilities have more opportunities. Although, we believe that it is not enough and that the changes appeared very recently, a fact that shows us that there is still a long way to go.

the European Commission, in its 2021-2030 strategy, undertakes to improve. It does so by expressing that it will include sport in key actions that support future policies on disability, using experience. It also mentions that policies and measures that consider the needs and participation of people with disabilities and the organizations that represent them will have to continue to be included (when discussing sports issues).

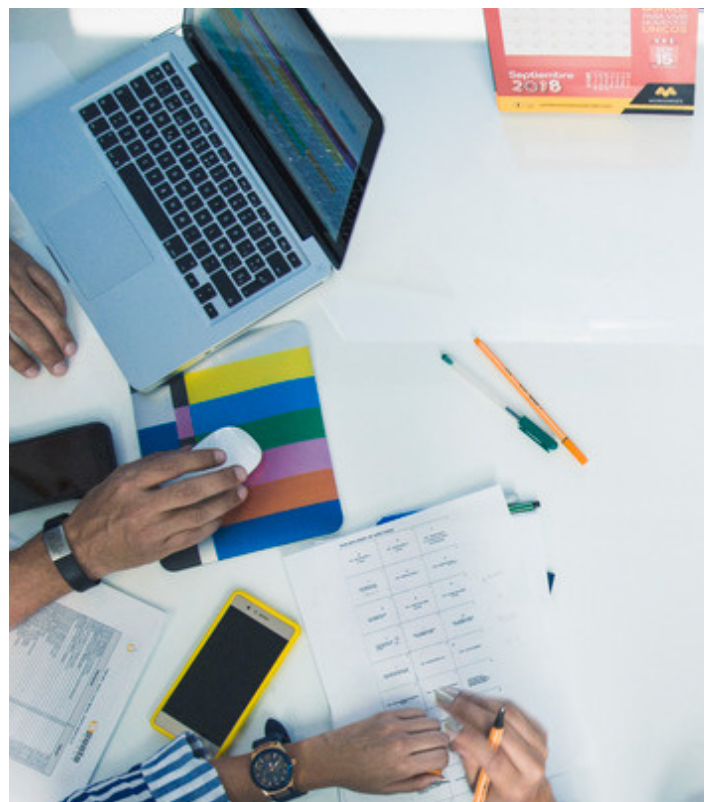
Promoting the attendance of people with disabilities at sporting events, thanks to the possibilities they have, as well as the practice of sports, thus improving health. In all these aspects, the European Commission also attaches importance to the fact that all spaces must be accessible, among other aspects that can improve the lives of people with disabilities. Each of us has the responsibility and ability to fight for a better and more inclusive world using sport as a tool to achieve this change.

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (25 MIN)

Have a discussion. Finally we will consider the question



REFERENCE



Power of inclusion in sport <https://www.youtube.com/watch?v=qhhheSwi1kU>



MODULE 2

**ROLE OF PWID IN SPORTS AND
GAMES, FROM RECIPIENTS TO
PROTAGONISTS**



INTRODUCTION TO THE MODULE

The aims of sport embrace the same principles for PWD as well as for PWID for whom sport is of immense therapeutic value because it plays an essential role in physical, psychological, and social rehabilitation.

Current studies and research in the field of Sport and Disability are aimed at the valorisation of the person, they no longer focus on the clinical description of the pathology, but starting from this, which is inescapable and objective, they seek to discover and highlight aptitudes, resources, capacities, and possible compensations on the physical and social level.

Rediscovering the educational value of sport, with its function of consolidating self-awareness and relational and social skills, means talking about a "Life Project", linked to the concepts of inclusion and integration that are "the end and the means" at the same time.

This module, therefore, aims to provide indications and practical tools to make the athlete the centre of the training process, transforming him or her from recipient to protagonist.

All modules will be structured and developed by encouraging discussion and active participation of learners. Each session will introduce moments of reflection and discussion from one's personal experiences in the field while also providing practical examples and teaching and methodological suggestions.

KEYWORDS

Life Project, Sport Facilitator, Athlete Tutor, Sport and Mental Health, Reinforcement, Empathy

LEARNING OBJECTIVES

- Highlight the potential of empathic contact through vis à vis communication.
- Fostering an inclusive environment where all diversities are valued to give everyone an equal chance to grow in a fair and cohesive system that takes care of everyone, ensuring dignity, respect for differences and equal opportunities.
- Promoting knowledge of the socio-affective reality of the athlete as an essential element for a path of growth and inclusion.
- Adopting a sports teaching program based on strengths and not limitations related to the diagnosis

- Provide for the use of Tutor Athletes as facilitators of sports integration processes
- Enhancing the ability to use game-based learning and gamification
- Contemplating differentiated motor activity taking into account The right to sport at a high level of performance
- Envisage possible international competitive routes through IPC channels

LEARNING OUTCOMES

- Professionals must become aware that empathic contact is central to the positive evolution of the educational process
- Professionals should take care of the educational environment avoiding risk factors by promoting the presence of parents in the first trainings. Recognize the various types of disabilities by valuing residual abilities favoring the inclusion process and the subsequent training project.
- Professionals should encourage an open dialogue with parents/caregivers that goes beyond the concept of functional diagnosis but addresses the socio-affective reality of the PWID and his or her schooling.
- After the initial settling-in period, professionals should promote periodic testing of basic motor skills and their evolution as a function of a medium- to long-term project that prioritizes the PWID's motor inclinations and potential
- The function of the tutor athlete and facilitator is an indispensable element of the inclusion pathway. The mentor athlete is not necessarily PWD but frequently can be a PWID who through a lasting process of growth has attained the skills to positively drive the evolution and inclusion in the training of peers
- Foster the discovery of sports disciplines through the experience of free play Subsequently use unstructured play to acquire knowledge and of the rules of sports games.
- Know how to recognize the desire and identify skills for a more ambitious sports path and performance
- Know the national and international regulations of competitive activities for PWID: IPC and national Paralympic committees regulations(classifications and categories competitive- pre-agonists

LEARNING CONTENT

- Video
- Theoretical framework/learning scenarios
- PPT
- OER

TEACHING AND LEARN ACTIVITIES

- Workshops/webinars
- Case Study
- Brainstorming
- Working Groups

ASSESSMENT

For workshops:

- Brainstorming
- Final qualification test at the end of the module

For the online course:

- multiple-choice quizzes



TO GO FURTHER

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PREPARATION OF THE SESSION

- Study and analysis of module topics
- Preparation of slides for presentation
- Preparation of supporting material

MATERIAL REQUIRED

- Computers
- Internet connection
- Blackboard
- Paper
- Pens
- Audio and video system

TITLE OF SESSIONS

- 1 The value of difference: where and how
- 2 Skill and facilitators of sport inclusion
- 3 The right to performance sport





SESSION 1

THE VALUE OF DIFFERENCE: WHERE AND HOW

The purpose of the session will be:

- ✓ Highlight the potential of empathic contact through vis à vis communication.
- ✓ Fostering an inclusive environment where all diversities are valued to give everyone an equal chance to grow in a fair and cohesive system that takes care of everyone, ensuring dignity, respect for differences and equal opportunities.
- ✓ Promoting knowledge of the socio-affective reality of the athlete as an essential element for a path of growth and inclusion.

Duration of the session : 40 min



INTRODUCTION (10 MIN)

Presentation of the module and training objectives in a way that stimulates reflection on the topic. The mode most in line with the trainer (video, questions, practical exercises) may be chosen to introduce the topics covered.

MAIN PART (30 MIN)

Definition of the concept of empathy: Acceptance of the young person and assessment of the degree of disadvantage must be carried out in an empathetic and stimulating environment.

Empathy is the individual's ability to relate emotionally to the context, self-control and motivate oneself, and relate to others from the perspective of communicating, caring and promoting others' interests.

It is the key to ensuring crucial self-transformation and consciously enhancing learning, thereby reaching the goal of skill development with more self-control and awareness.

Empathy thus means empathizing with and understanding others' emotions and feelings immediately and instinctively even without resorting to verbal communication.

To develop such an interpersonal feeling it is necessary to go through an intrapersonal, more intimate level, aimed at self-knowledge, one's own emotions and abilities, which tends to develop that basic social-emotional competence to be able to become aware of the other's feelings, needs and interests by empathetically entering into his or her mode of functioning.

Assertiveness is a valuable tool for mediation and inclusion in the educational relationship

Definition of the concept of social inclusion

What is meant by inclusion? The condition in which a person feels free to express him/herself and feels that he/she has a sense of belonging to a group while fully enjoying all the rights and opportunities that this belonging entails. A process that precedes active involvement by all the members who are part of it and is successful only when everyone feels valued and part of the activities being carried out. This can only become a reality by openly discussing understanding and respecting the differences that people present by creating an environment that fits everyone's needs.

Suggestions on how to create an empathetic and inclusive environment

Here are some questions to think about:

- Does the way you teach acknowledge everyone's experience?
- Is your approach free of stereotypes?

- Are your athletes treated as individuals and encouraged to express themselves freely?
- Do your examples appeal to stereotypes?
- Have you reflected on your more or less conscious biases toward people with disabilities?

5 best practices for an inclusive and empathetic environment

- Create an environment of support and respect: promote and value diversity and appropriate behaviors
- Have high expectations of all your athletes. Research shows athletes respond better when they perceive the teacher's confidence in their abilities rather than an excessive focus on difficulties.
- Create a culture of mutual support that goes beyond the classroom. This happens when students are empowered to engage in respectful and trusting behavior toward others, making empathy and caring for others "fashionable" and reinforcing positive social attitudes through mutually supportive behaviors.
- Plan activities that include everyone's participation and encourage success. You can do this by creating an environment tailored to the needs of learners.

Knowledge of the young athlete's social-affective reality:

Emphasize the importance of knowledge of the environmental context also fostered by the presence of families on the field.

Growing up is an individual event rooted in relationships with others, and one cannot speak of the development of human potential or the centrality of the person by considering it separated from a system of relationships whose quality and richness are the heritage of everyone's growth.

The family represents the first social center of this relationship system defined as the place where a person's foundation is developed. In other words, the place from which one has the first human experiences, and where important aspects such as personality, character, attitudes, skills and even basic social skills are developed. Indeed, the family is a source of valuable information, and fundamental to the development of proper inclusion.

It, therefore, looks at educational activity from a systems perspective: disability is not an individual condition, but the result of the relationship between the individual and context. Recognizing that all the actors involved have a decisive weight is crucial to the success of an inclusion journey. Learn to listen by creating a collaborative relationship based on trust and alliance in the absence of any form of judgment that promotes active listening, avoiding personal interpretations.

Suggestions

- Establish a gradual relationship of confrontation and dialogue with parents and caregivers and, where possible, educators (teachers, etc.) of the children by actively involving them in their children's journey
- Ensure, especially in the early stages of the activity, the presence of families/caregivers in the field so that they can become aware of the course and foster its outcome;
- Organize regular events by involving families in the organization
- Involve parents in collaborating with the away game and supporter organization in regional and national competitions

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (10 MIN)

Have a discussion



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SESSION 2

SKILLS AND FACILITATORS OF SPORT INCLUSION

The purpose of the session will be:

- ✓ Understanding the importance of regular testing. After the initial settling-in period, professionals should promote periodic testing of basic motor skills and their evolution as a function of a medium- to long-term project that prioritizes the PWID's motor inclinations and potential
- ✓ Understanding the importance of tutor athlete and facilitator. The function of the tutor athlete and facilitator is an indispensable element of the inclusion pathway. The mentor athlete is not necessarily PWD but frequently can be a PWID who through a lasting process of growth has attained the skills to positively drive the evolution and inclusion in the training of peers

Duration of the session : 40 min



INTRODUCTION (10 MIN)

Presentation of the module and training objectives in a way that stimulates reflection on the topic. The mode most in line with the trainer (video, questions, practical exercises) may be chosen to introduce the topics covered.

MAIN PART (30 MIN)

The discovery of a young person's strengths through sport
The formative and empowering action of sport is to be referred to the possibility of improving the adaptive capacity of persons with disabilities, stimulating the implementation of psychic and motor faculties to integrate into the socio-cultural reality and, if necessary, modify it. It should be considered that, hand in hand with this improvement of the boy's adaptive capacity, the new situations that sports practice help him in a process of increasing autonomy. Sporting activity provides an opportunity to improve his motor skills, concerning the aspect of psycho-motor coordination, and more efficient postural control, encouraging him the acquisition of a better perception of his body scheme.

In addition, he can refine his capacity for spatial and temporal organization, finding himself acting and moving in a defined space in which he will have to acclimatize himself, grasping its limits and characteristics; he will practice a sports activity in which he will become familiar with the perception of time, refining his temporal orientation understood as the ability to perceive the passage of time and the succession of events.

Another important educational vector is the affectivity experienced in different situations.

The body is at the same time, a place of impressions and an expression of affectivity since pleasure and suffering exist through sensations that affect behavior and modify the attitude of the body.

One of the components of affectivity is aggression, an energetic potential but mainly a reaction to a feeling of frustration (out of displeasure/unsatisfaction) and hostility. Aggressive behavior is related to the quality of tonic-emotional control and can be manifested towards the outside world (externalisation: shouting, kicking, throwing objects, punching....) as it can instead turn into self-aggressive, especially in very inhibited subjects.

Sports activity can thus enable the child to express aggression in socially accepted ways and learn self-control of it. The body also becomes an instrument of communication and sport is its language.

Finally, socialization constitutes a mode of exchange by encouraging the channelling of one's inner world into the peer group. Promoting the acquisition of increasing autonomy and offering new and stimulating

human contacts based on strengths allows the young person to express and confront himself even outside his family world. This is an expression of integration and empowerment through sport.

Sports practice is hence an important tool capable of bringing about a psychophysiological benefit such that it restores the individual's self-confidence because:

- promotes adaptive capacity
- improves motor skills
- educates in the expression of affectivity and aggressiveness
- encourages communication and socialization
- refines spatio-temporal orientation skills

It is therefore important to identify both at the start of the activities and during the training process, the strengths of the young person with a disability (e.g., in the assessment of the young person take positivity into account) with respect to all the aspects highlighted above to leverage the potential found also as a motivational stimulus for active participation. This entails personalizing motor and sports pathways based on the characteristics of individual learners.

Demedicalising PWID by recognizing and enhancing their potential/skills

Until recently, the PWID was almost synonymous with the incapacitated person, in that not only was he or she considered as a person to be cared for and assisted at the expense of the community, but, paradoxically, in the assessment of the person only the extent of the incapacity was quantified: he or she is% disabled, is unable to work, is unable to walk, is unable to ambulate, etc..... This way of dealing with the disability, which focused partly on medical aspects, accelerated a process of ghettoization in institutions, rehabilitation centers, and special schools.

Nowadays, however, the opportunities for relationships and integration, without wishing to conceal the existing difficulties, have greatly improved. There is a path to school and work integration, mobility has certainly improved, and all this, along with many other cultural factors, has opened up new horizons for integration. All of the above has served to arrive at the concept that nowadays, the PWID must be completely free to choose to play sport. Therefore, there has been a shift from a context in which practicing sport was perhaps the only opportunity to get out of the house, to a new concept for which sport, he or she practices sports the one who decides to engage in this way his free time thus attributing to sport purposes relating to the dignity and growth of the PWID first and foremost as a 'person'.

Sport thus allows one to break the mental schemes related to the concept of pathology that represents a limitation in social integration, offering the possibility of expressing one's autonomy and organizing one's free time in playful and entertaining activities on a par with one's peers.

Key figures for effective inclusion: Tutor Athlete, Facilitator, Sports worker

Athlete-tutors: They are identified in the peer group among those with more leadership aptitude. They play the important role of 'bridge' between the instructors and the group.

They collaborate in the pursuit of the group's general goals (e.g. social sphere and autonomy) but also in specific sports (e.g. demonstration and/or correct practical exemplification of an exercise)

They represent support for others and are taken as a technical model for others (both PWID and no PWID)

Facilitator: An important role in the educational program is played by the facilitator of integration Processes, a figure who participates in sports activities and becomes the common thread between the PWID athlete, the family and the group in which the athlete will be placed. He or she does not necessarily have to be a technician, but certainly, an athlete who has the necessary knowledge of the specific activities and knows how to relate to the pupils.

Sports technician: Professional figure specialized in motor activity who has undergone recognized university training course

From theory to practice: Suggestions on how to structure a training session

Training

For positive results to be achieved, certain aspects must be emphasized:

- The training must be prepared and have a goal
- The roles of the participants must be defined
- The arrangement must also be organized (avoid the coach standing on one side and the athletes perhaps even sitting, but facing each other. This would mean standing against each other. Therefore prefer a circle disposition
- It must begin with a positive statement
- Involve the possible second coach
- It must end on a positive note (with neither winners or losers)
- Establish a time dedicated to promoting each person's initiatives, especially declares it is marginal to the group

Definition of objectives

A goal is defined as an ability or skill that the athlete will be able to achieve after a period of learning/teaching.

There are two broad categories of goals:

Didactic: achievable in definable time (such as motor skills)
Formative or educational: complete and efficient learning of a sporting discipline (long-term).

The objectives in this category are:

- To consolidate one's psychophysical well-being by promoting body growth, autonomy and self-esteem.
- Achieve a high development of coordination skills (specific to light athletics such as space-time coordination)
- Achieving a proper development of conditional skills (specific to the discipline)
- Acquire the specific technical elements required of the sporting discipline
- Increase the development of cognitive skills (prevent the athlete from just executing orders but accustom him/her to thinking)
- Make the skills learned usable in future behaviors (so also train what will be done in competition otherwise it is harmful)
- Acquire practical and theoretical knowledge to know how to analyze the condition and state of training (the 'form' of players)

- Knowing how to prevent specific injuries and pathologies
- Develop one's personality (gain confidence, autonomy, cooperation etc.)

Levels of communication

There are different levels of communication:

- **Technical:** knowledge of the technical topic we have to teach
- **Semantic:** correctness of terminology used and appropriate to the context
- **Psychological:** the use of reinforcement
- **Reinforcement:** encouragement or reward for positive behavior. It is opposed to the classical punishment, which only involves the athlete's ingenuity in avoiding the next punishment and this doesn't always correspond to improving the technical gesture that caused the punishment itself. Reinforcement is only valid if frequent

What to reinforce?

- The performance, not the result
- The effort rather than success
- Small achievements rather than ultimate victory
- Not only learning but also behavior

When to reinforce?

Immediately after the performance of the required motor task

The general characteristics of the group are:

- **proximity:** possibility of communication even outside of training
- **equality:** rights and duties are equal for all
- **dynamic interaction between members:** group members must be able to communicate
- **satisfaction of needs:** 'living' in the group is a need for its members
- **ideology:** style of behaviour (frame of reference)
- **common objective:** clearly defined
- **member participation in decisions:** explaining the reasons for a decision
- **face-to-face and empathic communication**
- **promotive interdependence:** each contributes to the growth of the other (cohesion)= mutual help

How we teach technical-tactical skills

Proposing exercises from easy to complex and from global to analytical and emphasizing two aspects:

Explanation of the task

- verbal (concise and easy to understand)
- imitative (you are asked to repeat my proposed gesture)
- 'manipulative' (in cases of poor/no proprioception or reworking of the body scheme...)

Observation: a tool for identifying and subsequently correcting errors.

Exercises are classified as general, special (or specific) and competition based on their similarity to competition situations (harre).





Depending then on the goals we want to achieve we have:

- conditioning exercises: developing conditioning skills
- learning exercises: develop motor skills
- learning exercises

The basic principles to be observed in preparing exercises of this type are:

- definition of the objective
- learning (achieved through standardised repetition)
- stabilization (non-standardised repetitions)
- establish recovery intensity and mode
- construction of the exercise
- establishing series and repetitions (the number of repetitions must be such that the mental 'track' is not lost, while avoiding fatigue)
- reproduce game situations
- consider transference (positive or negative)
- create motivation (do not have the exercise performed just to obey an order)
- evaluate the effects and influences on workloads
- actively involved coach
- evaluate the effect of training on responses and not on proposals

Criteria for an exercise

To achieve the intended goal, the exercise should have the following characteristics:

- medium difficulty
- challenging character
- contribute to the development of performance
- controllability
- correctability
- comprehensibility
- emotional participation (depending on the nature of the exercise)
- mental participation (depending on the nature of the exercise)

Structure of a training session

A training session is structured by sequentially following the following phases:

- psychological readiness phase: motivate people (perhaps enhancing previous training) and explain the training objectives of the workout
- psychomotor activation: warm-up phase
- preparatory phase: depending on the fundamentals we are going to train

- essential phase
- recap and evaluation of training results (always positive)
- stretching: it should be done well or not at all trying to self-empower the athlete (he knows what he needs)

The transition from theory to practice

The hyper-flexible nature of the individual training session schedule is indispensable in 'special education' due to the unpredictability of the feedback to the proposed activities.

It often happens that a hyper-excitement, determined by the achievement or not of a motor task, determines in the student an inability to control that can lead to real emotional crises that are difficult to manage both for the teacher and the rest of the group, resulting in a slowdown in the pace of the lesson. Events of this kind must turn into moments of growth and knowledge for everyone: overcoming the threshold of fear in the face of a crisis of violence in a 16-year-old boy, for example, is an achievable goal if and only if the group is guided to the right understanding of the traumatic event and if mutual aid and 'risk prevention' solutions are proposed, avoiding that the boy himself becomes even more frustrated and that the crisis is negatively 'reinforced'. It is important, therefore, several operators intervene, with the ability to interchange without destabilizing the rest of the group.

The implementation of motor tasks is continuously monitored with different types of intervention:

- implementation of the required exercise by the coach, which sets an example and encourages 'imitation' processes
- direct assistance and accompaniment of the athlete in performing and/or verbally repeating the required task
- "physical manipulation" of the athlete to help him in the correct perception of the movement to be performed
- indirect assistance: encouraging imitation processes among group members
- supervision of the group as a whole.

Correction of any error in the implementation of the required motor task should be timely but not frustrating. Promoting mutual-help processes between PWID-PWID, PWD-PWD, PWID-PWD (among peers) is indispensable to pursue the educational task aimed at integration. The work to be programmed must first and foremost provide stimulation throughout training. In fact, we know how difficult it is to maintain constant attention and it is, therefore, essential to offer a wide variety of short and entertaining exercises.

The sporting activity is to be experienced as a moment all their own, as an opportunity to demonstrate to others and themselves their abilities and potential to others, and as the means of achieving a goal won through personal effort and commitment.

The instructor enters the path of autonomy first and foremost as an observer to be able to define the goals to be pursued by adapting the training content to the individual's abilities and assigning suitable and solvable tasks, with encouragement.

The trainee will also gain good confidence in his or her means through approvals and negative reactions, timely corrections by the instructor: it is, therefore, necessary to guide the trainee to awareness of the error without frustrating him or her but helping him or her to perceive the causes that led to make a mistake.

The instructor as an educator will have to 'demand' that the initiated exercises be completed by establishing a moral rule that urges the trainees to always finish the activities undertaken.

The instructor will also need to be aware that each 'milestone' achieved represents a new starting point for new and countless goals.

The objectives that the instructor sets when planning a program of work with PWID and not PWIDS will be similar but with different application times and approaches from a methodological and didactic point of view.

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (10 MIN)

Have a discussion

REFERENCE



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Specialist Degree Thesis "-A Track for Integration 2.0- Sara Alessio - IUSM Rome 2016



SESSION 3

THE RIGHT TO PERFORMANCE SPORT

The purpose of the session will be:

- ✓ Understand how through the experience of free play one can foster the discovery of sports disciplines. Subsequently use unstructured play to acquire knowledge and rules of sports games.
- ✓ Know how to recognize the desire and identify skills for a more ambitious sports path and performance
- ✓ Know the national and international regulations of competitive activities for PWID: IPC and national Paralympic committees' regulations(classifications and categories competitive- pre-agonists)

Duration of the session : 40 min



INTRODUCTION (10 MIN)

Presentation of the module and training objectives in a way that stimulates reflection on the topic. The mode most in line with the trainer (video, questions, practical exercises) may be chosen to introduce the topics covered.

MAIN PART (20 MIN)

Definition of play: Play is a spontaneous activity practiced by children and from which they derive pleasure, satisfaction and enjoyment that plays a key role in their development. Play is closely related to learning and healthy growth.

Through play the child:

- learns and strengthens his or her communication skills
- becomes aware of the rules - many games, especially to be played in groups, assume the observance of certain rules - learn to use them, to understand the meaning and the necessity of remembrance to them
- establishes a particularly fruitful exchange with the outside world and with other individuals; a transmission of knowledge, skills, techniques and abilities is created in a spontaneous and joyful way
- develops the ability to manage and master one's emotions
- teaches how to plan and make plans; to learn about external reality and relate to it, to endow the world around him with meaning and
- learns to relate to others and establish active, constructive, meaningful relationships
- develops one's creativity

Definition of sports game: is the set of strategies, procedures, methods, means, content, through which it is intended to promote learning and practice of educational and simplified forms of sports disciplines. It can be used as an introduction to sporting play or useful for participating in a sporting activity. It is used for the stimulation of general motor skills and the aim is to change the rules or some designated points by deconstructing the content to facilitate the participation of PWID.

Definition of play game: Regulated game

The right to performance sport

The right to performance sport refers to the opportunity for every PWID to grow in sport through the constant evaluation of performance and its improvement taking into consideration the athlete's specific aptitudes and will. Every athlete who intends to grow in level and participate in national and international activities, having ascertained the possibilities, can refer to the Paralympic discipline of the nation they belong to. The task of the coaches and facilitators will be to support and direct them toward the recognized Paralympic clubs/federations.

Suggestions: Coaches should have the skills to facilitate the transition process to performance sport

From inclusive sports practice to national and international activity.

Italian example:

CIP: Italian Paralympic Committee (Comitato Italiano Paralimpico) is the body identified by the Legislator as the distributor of welfare and as the person responsible for the practice of sport by the PWID at any level and any type of disability and, therefore, as the entity delegated to recognize and coordinate the federations, organizations and sports disciplines recognized by the Ipc and Cio and in any case operating in the national territory that mainly takes care of sports activity for PWID. The CIP, concerning competitive activity, coordinates and promotes the athletic preparation of Paralympic representatives of the various disciplines because of national and international commitments and, above all, the Paralympic Games.

Special Olympics: is an educational programme, which proposes and organizes training and events only for people with intellectual disabilities and for all levels of ability. Sports events are open to all and reward everyone, based on international regulations that are continuously tested and updated. The mission of this movement is to promote the training and practice of Olympic Sport for individuals with intellectual-relational disabilities, giving them continuous opportunities for physical and mental development.

FISDIR: Italian Federation of Relational Intellectual Paralympic Sports (Federazione Italia sport Paralimpici degli intellettivo relazioni) is a sport federation to which the C.I.P. (Italian Paralympic Committee) has entrusted the management, organization and development of sports activities for athletes with intellectual and relational disabilities

FISPES: Italian Federation of Paralympic and Experimental Sports (Federazione Italiana Sport Paralimpici e Sperimentali), by delegation of the Italian Paralympic Committee, is responsible for the management of sports practices such as athletics, amputee football, 7-a-side Cp football and wheelchair rugby. While operating under the directives of the Italian Paralympic Committee, Fispes enjoys technical, organizational and management autonomy.

Suggestions: It is considered necessary for the practitioner to know the national and international organizations that oversee the organization of sporting activities for PWID to provide learners with a clear and complete picture.

DEBRIEFING (10 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their opinions, doubts and feelings

ASSESSMENT (10 MIN)

Have a discussion



REFERENCE



Andrea Ceciliani, 'General characteristics of motor skills', 1st level course, CONI Bologna provincial staff - FIGC, 2001;

Gianna Ferranti, 'Corpo, movimento, gioco e folclore', Ed. Morlacchi, Perugia, 2002;

M. P. Dellabiancia, 'Motor education and skill development scale'.



Stefano Biscaccianti, 'La scuola, il gioco, lo sport', Ed. La Scuola, Brescia, 1996

Specialist Degree Thesis "-A Track for Integration 2.0- Sara Alessio - IUSM Rome 2016

MODULE 3

**THE INCLUSIVE ROLE OF SPORTS
AND GAMES AS A TOOL FOR INCLUSION
AND EMPOWERMENT**



INTRODUCTION TO THE MODULE

Inclusion, as the process of valuing diversity and embracing the contribution of everyone to create richer and more sustainable societies, is the imperative of the 21st century. In the fields of Education, Employment, Social Life and Culture, more and more the projects should aim for inclusivity, embracing diversity and respecting every person's identity. This is not different in the case of Sports and Games, activities that favor the creation of perfect contexts for inclusion and empowerment of populations subject to segregation and exclusion.

According to the United Nations' Convention on the Rights of Persons with Disability, every person, no matter the type or degree of disability, has the right to full inclusion and participation in the community. With this module, the main goals are (i) to reflect about the power of Sports and Games as tools for inclusion and empowerment and (ii) to explore methodologies and approaches to use these activities in these terms.

Are you up for the challenge?

KEYWORDS

Sports; Games; Social Inclusion; Empowerment

LEARNING OBJECTIVES

- To explain the concepts of Inclusion and Empowerment;
- To develop an inclusive mindset and attitude as a sports' coach/teacher;
- To explain the topics of Inclusive and Adapted Sports and Games;
- To explore diverse approaches to create inclusive Sports and Games and list best practices of inclusion in sports and games around the world;
- To use the TREE approach to adapt a sport or a game activity.

LEARNING OUTCOMES

From participating in the training module, learners are expected to demonstrate:

- Increased knowledge on the topic of Inclusion and Empowerment of persons with disability;
- More positive attitude and growth mindset about including persons with disability in sports and games;
- Increased knowledge on the topic of Inclusive and Adapted Sports and Games;

- Improved access to relevant information and literature on the topic of Inclusive and Adapted Sports and Games;
- Enhanced experience in planning the adaptation of sports and games with the goal of inclusion and empowerment.

LEARNING CONTENT

- Powerpoint presentation
- Videos
- Theoretical framework (scientific papers and professional literature)
- Learning scenario

TEACHING AND LEARN ACTIVITIES

- Theoretical lectures
- Video analysis
- Group discussions
- Individual reflections
- Literature review
- Case studies

ASSESSMENT

For the workshop:

- Group task - conceptual definitions about inclusion and disability
- Individual exercise - description of the Spectrum of Inclusion;
- Group assignment - application of the TREE method. There will be formative evaluation throughout the workshop during the diverse group reflections and debates.

For the online course:

- At the end of each session a qualification test is to be taken using an online form (Yes/No, True/False and multiple answer quiz)

TO GO FURTHER

Books and papers:

Social inclusion through sports. Methodology research paper prepared within the framework of ERASMUS Sport project “Empowerment Through Sports (ETS): No ETS - 603485-EPP-1-2018-1-LT-SPO-SCP.

Different. Just like you: A psychosocial approach promoting the inclusion of persons with disabilities. Training guide.

Book developed with funding from the EU Lifelong Programme through a collaborative and published by published by the International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support.

Harknett, S. (2013). Sport and play for all. A manual on including children and youth with disabilities. Handicap International: Sri Lanka.

All different – all the same? Developing training sessions for groups of refugees Training Manual for Practical Application. Experiences, Basics, Training exercises.

Available at:

<https://www.sportanddev.org/en/document/manuals-and-tools/all-different-all-same-developing-training-sessions-groups-refugees>.

Videos:

- https://www.youtube.com/watch?v=w1uihvD_wo4&list=PLYcm5AXi7I2VvFIHmUzhcXXmrc3QKYCgh
- <https://www.youtube.com/watch?v=QovHvSHLVZw>
- <https://www.youtube.com/watch?v=NUHnDyeVRFg>
- <https://www.youtube.com/watch?v=aBJOGcLhRBs>
- <https://www.youtube.com/watch?v=aBJOGcLhRBs>
- <https://inclusivesportdesign.com/tutorials/adapt-and-modify-with-tree/>
- <https://www.youtube.com/watch?v=kmAfpmGO7DU>
- <https://youtu.be/9s3NZaLhcc4>
- <https://www.youtube.com/watch?v=rUJkbWNnNy4>

Websites:

<https://inclusivesportdesign.com/>

<https://www.sportanddev.org/>

<https://www.specialolympics.org>

<https://novakdjokovicfoundation.org/>



PREPARATION OF THE SESSION

- As preparation for the session, the participants are invited to watch and reflect on the video:
- Link: <https://www.youtube.com/watch?v=kmAfpmGO7DU>

MATERIAL REQUIRED

- Computer / Laptop
- Datashow
- Speakers
- Flipchart, paper and pen
- Sheets of paper for the participants
- Spectrum of Inclusion in Sports worksheet for each participant

TITLE OF SESSIONS

- 1 Sport and games as tools for inclusion and empowerment
- 2 Methodologies and approaches for inclusion and empowerment in sports and games





SESSION 1

SPORTS AND GAMES AS TOOLS FOR INCLUSION AND EMPOWERMENT

The specific learning objectives of the session are

- ✓ To reflect about different conceptual models of disability
- ✓ To explain the concepts of Inclusion and Empowerment;
- ✓ To list the benefits of Inclusion in Sports and Games
- ✓ To describe the Spectrum of Inclusion in Sports.

Duration of the session : 90 min



INTRODUCTION (15 MIN)

Presentation and reflection about the video about different conceptual models of disability.

Observe and explore the video from the link with the participants:

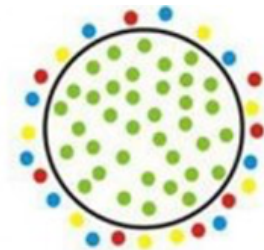
https://www.youtube.com/watch?v=24KE_OCKMw

Group work on a labelling task with the concepts of Inclusion, Integration, Segregation and Exclusion

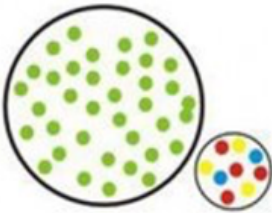
After analysing the video, show the pictures and reflect on potential meaning for each of the 4 words and pictures. Discuss in the group and present the solution for the labelling task:



INCLUSION



EXCLUSION



SEGREGATION



INTEGRATION

Ask the participants to make notes and use them, later in the session, to connect the labelling exercise with the theoretical explanation of the 4 concepts. Connect this exercise to the final reflection with the Shoes' Analogy.

MAIN PART (50 MIN)

Theoretical presentation, observation of videos and analysis of examples about:

Different conceptual Models of Disability

Regarding the concept each one of us has of disability, it is important to reflect on different theoretical models underpinning this topic. According to the Medical Model, disability has its origin in the person, in his/her disease, impairment or health condition. Therefore, in order to be included and to participate in every aspect of society, the disabled person would need some kind of treatment, medication or intervention that would resolve the reason for disability. However, not all disabling conditions have medical reasons and not every person with a disability needs a cure in order to be and feel included!

As the concept and thinking about Disability became more complex, in-depth, and realistic, the Social Model came up, defining Disability as circumstantial and has having its origin in the interaction between the characteristics of the person and the characteristics of the context.

Presentation and reflection about the video about Society may have barriers that are disabling for the person with an impairment, disease or developmental condition or, on the other hand, society may provide facilitators that would allow for the participation of everyone, regardless any impairment or disabling condition. A more contemporary perspective, the Human Rights-based Model, takes this idea even further, defining the concept of Disability as the outcome of the violation of the person's Human Rights; Disability has the origin in a Society that does not acknowledge diversity and fulfills every Human's rights. If we think of Disability according to this perspective, there is no other way, besides including people with and without disability in sports and in all other aspects of an active life.

The concepts of Inclusion, Integration, Segregation and Exclusion

According to the United Nations (UN), in frames of the Convention of the Rights of Persons with Disabilities, the concept of Inclusion may be defined as a process of systemic reform, embodying changes and modifications in content, teaching methods, approaches, structures and strategies. The goal of inclusion is to overcome barriers with a vision of providing everyone with equitable and participatory experiences and environments, to best corresponds to their requirements and preferences. This is contrastingly distinct from Exclusion, which is marked by persons being directly or indirectly prevented from or denied access in any form, as well as from Segregation, in which the persons with disabilities are provided services in separate environments designed or used to respond to a particular or various impairments, in isolation from persons without disabilities. Integration was an intermediate step on the way to an inclusive society, but still not enough! It can be defined as a process of placing persons with disabilities in existing mainstream services or institutions, as long as the former can adjust to the standardized requirements of such institutions.

The definition of empowerment

In this context, Empowerment may be defined as enabling persons with disability to take control of their lives, informing policies and service provision, and helping others recognize something that should be obvious, i.e. individuals must be valued for who they are, and not 'despite' an impairment. In order to have an "empowering attitude", it is fundamental to recognize that, as Bernard Dan (2018), states "disability is not necessarily disempowering". Examining how power – here understood as the capacity to influence the behaviour of other people – is distributed, remains crucial in order to identify and address existing barriers. There is a risk that – depending on our perspectives on diagnosis, assessment, and treatment – we, the professionals, have been reinforcing a model of disability that can enhance stigmatization and inequality. We might thus empower ourselves rather than the people we are purposefully striving to empower, by adopting an inclusive philosophy in our work and promoting a Human Rights'-based model of disability.

Barriers to the inclusion of persons with disability in sports and games

As explained by the Centers for Disease Control and Prevention, there are several types of barriers that people with disability may experience when trying to actively participate in society. These barriers can be classified in terms of:

1) Attitudinal barriers

Attitudinal barriers are the most basic and contribute to other barriers. For example, some people may not be aware that difficulties in getting to or into a place can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include:

- **Stereotyping:** People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments;
- **Stigma, prejudice, and discrimination:** Within society, these attitudes may come from people's ideas related to disability—People may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society.

2) Communication Barriers

Communication barriers are experienced by people who have disabilities that affect hearing, speaking, reading, writing, and or understanding, and who use different ways to communicate than people who do not have these disabilities. Examples of communication barriers include:

- Written health promotion messages with barriers that prevent people with vision impairments from receiving the message;
- Use of small print or no large-print versions of material.

3) Physical barriers

Physical barriers are structural obstacles in natural or manmade environments that prevent or block mobility (moving around in the environment) or access. Examples of physical barriers include:

- Steps and curbs that block a person with mobility impairment from entering a building or using a sidewalk;
- Absence of a weight scale that accommodates wheelchairs users who have difficulty stepping up.

4) Policy Barriers

Policy barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities be accessible to people with disabilities. Examples of policy barriers include:

- Denying qualified individuals with disabilities the opportunity to participate in or benefit from federally funded programs, services, or other benefits;
- Denying reasonable accommodations to qualified individuals with disabilities, so they can perform the essential functions of the job for which they have applied or have been hired to perform.

5) Programmatic Barriers

Programmatic barriers limit the effective delivery of a public program for people with different types of impairments. Examples of programmatic barriers include:

- Inconvenient scheduling;
- Little or no communication with patients or participants;
- Provider's attitudes, knowledge, and understanding of people with disabilities.

6) Social Barriers

Social barriers are related to the conditions in which people are born, grow, live, learn, work and age that can contribute to decreased functioning among people with disabilities. Here are examples of social barriers:

- People with disabilities are far less likely to be employed;
- Adults age 18 years and older with disabilities are less likely to have completed high school compared to their peers without disabilities;
- People with disabilities are more likely to have income of less than \$15,000 compared to people without disabilities;
- Children with disabilities are almost four times more likely to experience violence than children without disabilities.

7) Transportation barriers

Transportation barriers are due to a lack of adequate transportation that interferes with a person's ability to be independent and to function in society. Examples of transportation barriers include:

- Lack of access to accessible or convenient transportation for people who are not able to drive because of vision or cognitive impairments;
- Public transportation may be unavailable or at inconvenient distances or locations.

Reasons for and benefits from the inclusion of persons with disability in sports and games

Even though we all live in an era of inclusion, there may still be the mainstreaming and ableist idea that people without disability include the ones with disability as an act of good or kindness. Nowadays, it is known that diversity in groups, be it because of different abilities, religions, cultural beliefs, or ethnicity, is an advantage to everyone. In a way, we all win, when diversity is included; we all lose, when exclusion is happening. In sports, there are actually very good reasons for inclusive practices to take place. As stated by the Special Olympics, here are at least 5 Good Reasons for Inclusive Sports:

- **Reason 1: Inclusion promotes tolerance and reduces bullying.** Exclusion fuels the fear of difference. Inclusion, on the other hand, fuels acceptance.
- **Reason 2: Inclusion cultivates empathy.** Inclusive sports bring players both with and without disabilities together on a team, giving them the opportunity to spend time with one another, and share common interests. This interaction supports the development of friendships, as well as social inclusion.

- **Reason 3: Inclusion helps people develop a positive self-image.** According to research in developmental disabilities, athletes with disability who participate in inclusive sports show increased self-esteem and self-worth, compared to people with disabilities who don't participate such activities. Through the uniting power of sports, athletes build confidence in what they can accomplish.
- **Reason 4: Inclusion drives meaningful change.** The understanding that comes with an inclusive mindset can lead to new ideas and positive change. For example, people with intellectual disabilities have always had less access to healthcare. This situation is made worse because only 1 in 5 healthcare professionals is trained to treat them. Inclusion in sports may promote change in athletes and professionals in the "right" direction.
- **Reason 5: Inclusion helps us see the person first.** When all people are included in all aspects of society, we're more likely to see the person rather than focus on their disability.

The Spectrum of Inclusion in Sports

Closely related to the notion of Inclusion, there is the idea of the Inclusion Spectrum when one is trying to be inclusive and bring all the athletes together. This may be done in different ways, from choosing non-playing roles – e.g., being the referee – for someone whose abilities won't allow him/her to play the game – to implementing minor or major changes to the teaching style, rules, environment, and equipment, in order for the athletes with disability to participate (e.g., using a ball with high contrast colour and sound, for someone with a visual impairment). Sometimes, no modifications are necessary and the person with a disability can "just" play like any other player. Other, everyone can participate in a disability-specific modality (e.g., everyone plays basketball in the wheelchair), and this is Inclusive Sports, as well. As we can see, Inclusion in Sports comes in different shapes and ways ... It's just like the old saying: "Where there is a will, there is a way"! The picture of the Original Inclusion Spectrum can be explored with the group, and everyone can think of different ways to be inclusive in diverse activities.

The various possibilities should be explored with the group:

- Open activity

A simple activity based on what the entire group can do with little or no modifications.

- Modified activity

Everyone does the same activity with modifications to challenge and support all abilities.

- Parallel activity

Participants are grouped according to ability; each do the same activity but at appropriate levels.

- Separate activity

An individual or group does a purposefully planned different activity.

- Disability sport activity

Activities for all participants based on aspects of disability sport can be included in all approaches—reverse integration.

An example might include participants with and without impairment playing wheelchair basketball.

Throughout the workshop, moments of individual reflection and group debate should be implemented.



DEBRIEFING (25 MIN)

Practical exercise about the Spectrum of Inclusion in Sports

Use the provided Inclusion Spectrum Worksheet to think of different ways to adapt a specific sport or game that the participants choose to adapt.

Wrap-up with the shoes' analogy about concepts around inclusion

The session should be finished by exploring the picture with the shoes' analogy to review and reflect on all the explored concepts.



Equality is everyone getting a pair of shoes.



Diversity is everyone getting a different type of shoe.



Equity is everyone getting a pair of shoes that fits.

ASSESSMENT (10 MIN)

Group task - conceptual definitions about inclusion and disability;

- Individual exercise - description of the Spectrum of Inclusion in Sports;
- Online quiz

REFERENCE



International Classification of Functioning, Disability and Health (ICF). Available at: <https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health>

United Nation's Convention on the Rights of Persons with Disabilities. Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>



Inclusion, Exclusion, Segregation, and Integration: How are they different?. Available at: <https://www.thinkinclusive.us/post/inclusion-exclusion-segregation-and-integration-how-are-they-different>

Why Inclusion Is Important. Available at: <https://www.specialolympics.org/stories/impact/why-inclusion-is-important>

The Inclusion Spectrum, planning sport activities for everyone. Available at: <https://inclusivesportdesign.com/tutorials/the-inclusion-spectrum-planning-sport-activities-for-everyone/>



SESSION 2

METHODOLOGIES AND APPROACHES FOR INCLUSION AND EMPOWERMENT IN SPORTS AND GAMES

The specific learning objectives of the session are

- ✓ To define Inclusive and Adapted Sports and Game
- ✓ To develop an inclusive mindset and attitude as a sport's coach/teacher;
- ✓ To explore diverse approaches to create inclusive Sports and Games
- ✓ To use the TREE approach to adapt a sport or a game
- ✓ To list best practices of inclusion in sports and games around the world

Duration of the session : 70 min



INTRODUCTION (10 MIN)

Presentation and reflection about the interview about leaders of inclusion in sports

Start the exploration of the topic, by having a conversation about the article *Be a Leader for Inclusion in Sports*, from the link:

https://www.huffpost.com/entry/be-a-leader-for-inclusion_b_7532052

Group reflection about facts about disability, disability awareness and “etiquette”

Continue to explore the topic by analysing some facts and numbers about disability from CAFE – Centre for Access to Football in Europe. Bring a special focus to the “disability etiquette”, namely issues about communication and language. It is important to use appropriate terminology when communicating with people with disability, and to move away from more negative or derogatory stereotypical words and expressions. This includes derogatory terms such as ‘impaired’, ‘crippled’, ‘invalid’ and ‘handicapped’. The word ‘invalid’, for example, is based on the English word literally meaning invalid or worthless, while the word ‘handicapped’ is considered by many to be derived from an English word once used to describe someone who begged with a ‘hand-and-cap’ or ‘handicap’. Raise the question: Is it possible that inclusive sports may help taking important steps in talking positively and without negative stereotypes about people with disability?

MAIN PART (30 MIN)

Theoretical presentation, observation of videos and analysis of examples about:

The definition of Inclusive and Adapted Sports

Present the definition of **Adapted Sports**, from the manual *Adapted sport manual – Adapting sporting practice to serve society and contribute to sustainable peace*:

“An adapted sport is a sporting activity whose practice area, equipment and rules are adapted to the environment in which it is carried out. This makes the sport easier to play and facilitates its use as a tool to promote and strengthen sustainable peace”.

Present the definition of **Inclusive Sports**, by UNICAP foundation:

“Inclusive Sports is the practice of a sport between people with or without disability under the same rules. It is a right to enjoy sport under equal opportunities. Sports is a recreation, a pastime and a physical exercise that is normally performed outdoors and should be practised by everyone, at every age, without the distinction of condition or ability”.

Raise the debate among the group with the questions:

- Can Inclusive Sports be adapted?
- Can Adapted Sports be inclusive?
- What is the relationship between Adaptation and Inclusion in Sports?

Connect this reflection to the **Spectrum of Inclusion in Sports**.

Dynamic exercise about having a fixed or growth mindset

Regarding the idea of different mindsets, it is useful to reflect about each one’s own mindset and explore the notion of **Mindset by Carol Dweck**. If one is not encouraged to develop a Growth Mindset, very easily one gets stuck in the fixed ideas and getting used to do things always the same way and with negative thoughts (“I can’t do this!”) and resistance to change (“What’s the point of trying something new?”). Persons with a growth mindset see life as an “exciting adventure”, embracing change and enjoying challenges with a positive attitude. Are these persons always successful? Surely not; however, they see failure as a natural part of life and believe that by working hard, they will eventually reach success.

Promoting the change and being an active agent of Inclusion, in sports and in other areas, requires professionals to have a growth mindset and to challenge themselves to do more, to do better to do inclusive. It is very helpful to be open to challenges and to challenge yourself in going further, celebrating long jumps towards progress and accepting, sometimes, shy steps and setbacks in the process of including everyone.

Observe the video from the link–

<https://www.youtube.com/watch?v=rUJkbWNnNy4> –and reflect with the participants about their positioning about being a leader of inclusion in sports. Bring out the question: *Are you up for this trial!*

Different approaches to promote inclusion in sports and games: TREE, STEP, CHANGE IT and SEMA

There are different approaches and methodologies, promoted by diverse entities. Some of them have already been researched and proven to be effective. In the additional resources, as well as in the presentation of this Module, you will find information and videos about some of them, specifically:

i) the TREE approach, by Inclusive Sport Design

<p>T How can you change the teaching (or coaching) style?</p>	<p>R How can you change the rules & regulations (or way you do things)?</p>
<p>E How can you change the environment?</p>	<p>E How can you change the equipment?</p>

iii) the CHANGE IT method, implemented by the Australian Sports Commission's Active After School Program

<p>C How can you change your coaching style?</p>
<p>H How can you change the way you score?</p>
<p>A How can you change the area of play?</p>
<p>N How can you change the number of players?</p>
<p>G How can you change the games rules?</p>
<p>E How can you change the equipment?</p>
<p>I How can you ensure everyone participates?</p>
<p>T How can you change the use of time?</p>

ii) the STEP tool, by the Sainsbury's Inclusive Physical Education Training Programme

<p>S How can you change the space?</p>
<p>T How can you change the task?</p>
<p>E How can you change the equipment?</p>
<p>P How can you change the way people are involved?</p>

iv) the SEMA techniques, developed by Yesayahu Hutzler from Zinman College at the Wingate Institute of Sport Sciences.

<p>Step 1 Define the task - What is the skill or activity?</p>
<p>Step 2 Define successful performance criteria - What does success look like?</p>
<p>Step 3 Identify barriers and facilitators - What impacts on success?</p>
<p>Step 4 Identify performance errors - What needs to improve to achieve success?</p>
<p>Step 5 Adaptation suggestions - What can be changed to achieve success?</p>

Challenge the participants to explore the theory ... and turn it into inclusive practices!

Diverse best practices of inclusion and empowerment of persons with disability through sports, games and physical activity

Explore examples of good practices from the from ERASMUS+ project INSIDE's IO1 manual. Allow the participants to read the description of the best practices and, if possible, consult its websites and additional information

Throughout the workshop, moments of individual reflection and group debate a will be implemented.

DEBRIEFING (30 MIN)

Group assignment about the application of the TREE method
Use the Adaptation Methods Worksheet, asking the participants to plan the adaptation of a sport or a game using the TREE approach. If the participants want to and the time allows, the group can experiment planning the adaptation using other approaches: STEP; CHANGE IT; SEMA.

Wrap-up with quote from Novak Djokovic Foundation

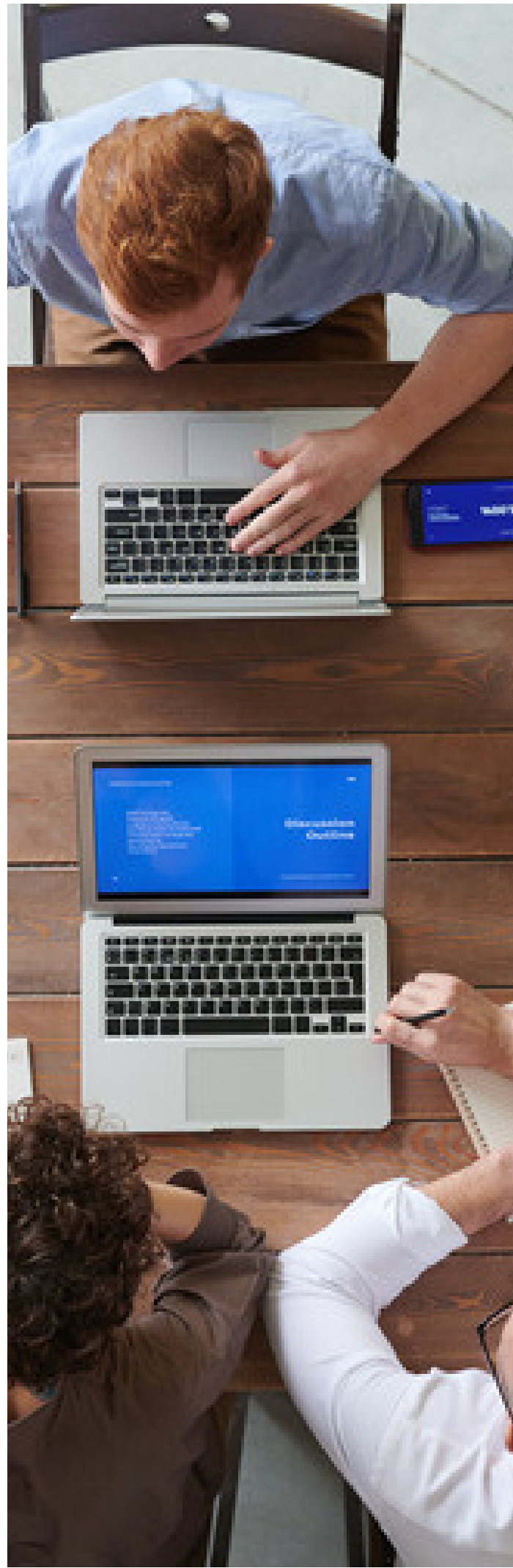
Finish the session by reflecting about the quote by the tennis player:

“Where many see difficulties, we see opportunities;
Where many see weakness, we see courage,
Where many see burden, we see love,
Where many stand back, we see our friend,
Where many see obstacles, we see friendship.”

Ask the participants to share their feedback using one word that represents what they have learned during the session.

ASSESSMENT

Group assignment - application of the TREE method.



REFERENCE

Gouju, D. (n/d). Adapted sport manual. Adapting sporting practice to serve society and contribute to sustainable peace. Peace and Sport: Toulouse.



Centre for Access to Football in Europe (n/d). Disability awareness and etiquette. Handbook. Available at: <https://www.sportanddev.org/en/article/publication/cafe-disability-awareness-and-etiquette-handbook>

Carol Dweck: A Summary of Growth and Fixed Mindsets. Available at: <https://fs.blog/carol-dweck-mindset/>



How to adapt and modify your sport activities to include all. Available at: <https://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/>

NOTE: Regarding the best practices of inclusion and empowerment through sports, games and physical activity, we will be referring to the project's IO1 manual.

MODULE 4

SUSTAINABLE DEVELOPMENT GOALS & SPORTS



INTRODUCTION TO THE MODULE

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. SDGs, considered the successor of the Millennium Development Goals (MDGs), cover a wide range of societal and environmental issues and indicate the orientation that governments, non-governmental organizations, institutions and societies should focus on.



The list below indicates the 17 SDGs:

- 1.No poverty
- 2.Zero hunger
- 3.Good health and well-being
- 4.Quality education
- 5.Gender equality
- 6.Clean water and sanitation
- 7.Affordable and clean energy
- 8.Decent work and economic growth
- 9.Industry, innovation and infrastructure
- 10.Reduced inequalities
- 11.Sustainable cities and communities
- 12.Responsible consumption and production
- 13.Climate action
- 14.Life below water
- 15.Life on land
- 16.Peace, justice and strong institutions
- 17.Partnerships for the goals

The 2030 Agenda for achieving the SDGs acknowledges that sports can be an important enabler of sustainable development, recognizing the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions that it makes to the Sustainable Development Goals.

This was emphasized in paragraph 37 of the Political Declaration contained in resolution 70/1 entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, where the UN Member States at the highest level recognized that sport is also an important enabler of sustainable development and valued the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people individuals and communities as well as to health, education and social inclusion objectives.

The present module emphasizes the role of sports in achieving SDGs No1, 3, 4, 5, 10, 11, 13 & 15.

KEYWORDS

Sustainable Development Goals, SDGs, Sports

LEARNING OBJECTIVES

- Understanding of the concept of Sustainable Development Goals
- Understanding of the important role of sports in achieving SDGs
- Identification of actions to be taken toward achieving SDGs in the sports field
- Identification of initiatives towards achieving SDGs in the sports field

LEARNING OUTCOMES

- Elimination of malpractices in everyday practice
- Adoption of behaviors and practices toward achieving SDGs
- Initiation of actions to be taken in everyday practice for achieving SDGs in the sports field
- Application of practices toward achieving SDGs in the sports field

LEARNING CONTENT

- Theoretical framework/learning scenarios
- PPT

TEACHING AND LEARNING ACTIVITIES

- Workshops/webinar
- Self-study
- Literature Review
- Case study
- Brainstorming

ASSESSMENT

For workshops

- Examples:
- Videos
- Theoretical framework/learning scenarios
- PPT
- OERs

For the Online Course

- at the end of each a qualification test is to be taken:
- Online form (multiple answer quiz)

MATERIAL REQUIRED

- Laptop
- Internet connection
- White boards, papers and markers



TO GO FURTHER

Kazan Action Plan, UNESCO

(<https://unesdoc.unesco.org/ark:/48223/pf0000252725>)

Enhancing the Contribution of Sport to the Sustainable Development Goals,

Commonwealth Secretariat

(https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf)

The Contribution of Sports to the Achievement of the Sustainable Development Goals: A Toolkit for Action, UN

(https://www.sdgfund.org/sites/default/files/report-sdg_fund_sports_and_sdgs_web_0.pdf)

Sport and the Sustainable Development Goals: An Overview Outlining the Contribution of Sport to the SDGs, UN

(https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf)

Sport and the Sustainable Development Goals: Where is the policy coherence?

(<https://doi.org/10.1177/1012690217752651>)



PREPARATION OF THE SESSION

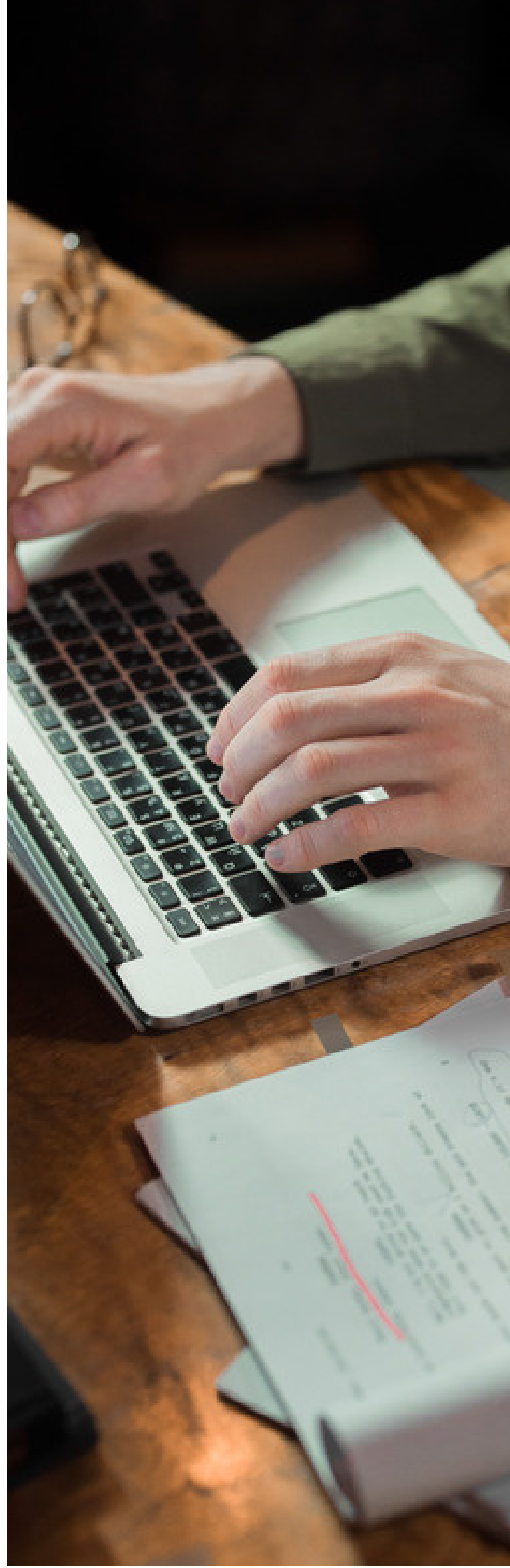
The sessions will be structured around a PPT presentation that will include all the theoretical background and practical implications of achieving Sustainable Development Goals through sports in everyday practice

MATERIAL REQUIRED

- Laptop
- Internet connection
- White boards, papers and markers

TITLE OF SESSIONS

- 1 Sustainable development goals and sports
- 2 How to promote sustainable development goals through sports





SESSION 1 – SUSTAINABLE DEVELOPMENT GOALS AND SPORTS

The purpose of the session will be:

- ✓ Understanding of the concept of Sustainable Development Goals
- ✓ Understanding of the important role of sports in achieving SDGs

Duration of the session : 60 min



INTRODUCTION (10 MIN)

Ice Breaker Activity:

Print the 17 SDGs logos in small papers and put them in a pot hiding which paper concerns which SDG. Each participant has to choose one paper, read the SDG and share with the rest of the audience what he/she thinks about its relation to the sports.

MAIN PART (40 MIN)

SDGs and sports: How sports can contribute in achieving SDGs?



The role of sports for achieving SDG No5: No Poverty



Poverty is one of the highest issues in the modern world. It is estimated that more than 3 billion people live in poverty (earning less than 2.50 US Dollars per day) while 1.3 billion people are experiencing extreme poverty (earning less than 1.25 US Dollars per day). As the achievement of SDGs is considered on a global scale, it can be understood that radical actions should be taken soon. If the global community is unable to lift the world's poor, then it is not possible to achieve global goals.

Sports have long been used to provide people with knowledge and skills that have helped poor people get out of poverty permanently. Sports are considered a safe space where inequalities, including economic ones, can be overcome while, through sport participation, a person can develop soft and hard skills, integrate into a community and achieve milestones.

Ensure significant mobilization of resources to provide adequate and predictable means for developing countries, in particular, least developed countries, to implement programmes and policies to face poverty. Partnerships that include cooperation among private sector and civil society organizations can provide a ground for developing specialized sport programs aiming to end poverty through physical activity, promotion of education and elimination of deviant behaviors.

In line with that, governmental financial mechanisms can facilitate the process by providing motives for the private sector to be involved as well as by providing the appropriate sports facilities for such sport programs to be implemented. Providing open access to sport participation to the poor means that those who have the sport talent can be developed and recruited and/or those who do not have adequate sport talent will be able to develop further competencies to get away from poverty.

Developing this kind of sport programs creates a win-win situation for the community: not only the unprivileged people earn access to sport programs as a means to get away from poverty but also new job positions are open for the members of the community who have the competencies to support such programs.

The role of sports for achieving SDG No3: Good Health and Well-being



From all the SDGs discussed in this module, the SDG concerning the “Good health and well-being” can be widely seen as the most interconnected with sports. In the 21st century, humanity has all the means to provide adequate health related services to the people. Nonetheless, many health issues that are linked with physical inactivity arise while more and more people face cardiovascular issues, depend on their health level on medicines and struggle with their mental health.

There is a great deal of scientific proof and medical research showing that regular physical activity, exercise and participation in sports significantly mitigate people’s propensity to obesity, heart disease, stroke, diabetes and some forms of cancer. According to the World Health Organization (WHO), physical inactivity is the fourth leading causal factor for worldwide mortality, which offers worrisome data about the massive numbers of people who do not participate in any form of physical activity regularly and which could be prevented. Inactive people are the most at risk for health issues and actions should be taken by sportspersons for contributing to SDG No3.

Notably, since the last decade, there has been a turn to “sport for all” activities on a global scale. Community organizations, sport clubs or even municipalities organize inclusive sport events such as marathon races, speed walking, dance classes and others of inclusive activities. Nowadays it is easier than ever before to get access to affordable, or even free of charge, regular sport activities. Such activities are of great importance as the rhythms of modern life do not easily permit space, time or motivation for a person to individually work out. There are even sport programs designed as part of the treatment or rehabilitation for several diseases. There is scientific evidence that sports can be concerned as part of the treatment for diseases such as cardiovascular issues, cancer or even drug abuse and mental issues such as depression.

The role of sports for achieving SDG No4: Quality Education



The right to equal and accessible education for everyone is the core element of this SDG. Sport activities designed in an inclusive way can be used as the means for fostering education opportunities and for engaging participants to education programs. Using the sport programs as the means for equality and inclusivity can foster the right to education for unprivileged populations, minorities and people with disabilities.

High-quality physical education is critical to developing ‘physical literacy’ in young people.

According to the International Physical Literacy Association, ‘physical literacy’ is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for the engagement in physical activities for life. It also enhances educational outcomes for young people when they relate with the targets of this SDG through sports.

Sports programs can be considered as an appropriate place for promoting quality education. The education promoted through sport programs may concern a wide spectrum of skills, including soft and hard ones, as well as the promotion of the school education. Participants of sport programs, that are focusing on education, are able to increase motivation for learning by adopting habits and methods towards studying, as a culture promoted by the sport organization.

In addition, aside from achieving SDGs through sports and especially education, sport programs can be seen as a way for promoting education for SDGs. This means that sport programs can be designed for (or include sessions for) promoting education about sustainable development so that participants acquire skills and knowledge related to SDGs and ways to contribute to their achievement.

The role of sports for achieving SDG No5: Gender Equality



Gender equality has been a field of debate for several decades. Even if important steps have been made towards eliminating gender inequality issues, there is still a long distance to be covered. Women and girls have gained more access and more publicity to sports, especially to those considered as “traditional” male sports (e.g., football), with that providing the opportunity to address and tackle issues concerning gender equality.

The first issue, that sports can address, concerns female sport participation per se. Even if there are higher levels of female sport participation in a part of the world, there still is a great portion of females that do not have equal access in sports as their counterparts. Sports bodies, such as national or continental federations, should advocate for the equal rights of women and girls in sports.

Sports fields can also serve as an arena for promoting gender equality awareness to male participants. Gender equality should not be seen as a “female issue” but as a social issue that requires the active involvement of all parts of the society. Male sport participants can learn a lot about gender equality not only in words but also by example of female athletes who excelled when given the opportunity.

In several countries, where child marriage or child work is still taking place, sports may have a role for changing the perspective. There are examples of sport programs that took girls and women out of their “fate” and provided them with the opportunity to chase their dreams and goals. Sports can change the narrative by educating male and female members of the society about the importance of providing equal opportunities to girls and women.

The role of sports for achieving SDG No10: Reduced Inequalities



A number of different kinds of inequalities can be seen in society. These inequalities concern not only social and financial ones but also cultural as well as other forms. Although eliminating the inequalities sounds like a utopia, sports can have a significant role in reducing these inequalities at a community level. Sports, by definition, unite people, athletes and spectators, and with that in mind sports should work as a bridge within the community and as a means for reducing inequalities.

Sport clubs and organizations are the best example of how diverse people can not only coexist but also pursue a common goal, and work together for making the sport achievements. Using this diversity as a way to better explain to young participants the need for diversity and harmonic coexistence, sport participants can develop soft skills regarding diversity acceptance, empathy and a sense of belonging. At a community level, sports are the safe place where people, children and adults, from different social, economic or cultural backgrounds coexist and, therefore, the community sport clubs and organizations have an important role for bridging the community members.

On a higher scale, sports bodies such as national and international federations have the obligation to use their visibility and publicity for promoting the need for equality across the global community. Important sport events such as the Olympics and World Cups can be used for raising awareness both at local and international level. On site and digital campaigns can promote the values of sports and highlight the need for equality and diversity acceptance. These sport bodies, also, can take actions for promoting equality within their respective sports by offering sport opportunities such as free passes for tournaments, scholarships for unprivileged talented athletes and open for all events.

The role of sports for achieving SDG No11: Sustainable Cities and Communities



Modern cities are arguably a place where citizens lack in most cases the opportunities of interaction with others and physical activities. SDG 11 recognizes the need to adopt a systematic approach to infrastructure implications of changes in the citizens' quality of life in the big urban centers.

Sports can be effectively used for the inclusion of all citizens irrespective of diversities. Establishing policies that ensure that physical environments are conducive to participation for all no matter their gender or ability must be formulated and enforced as these can have long-term impacts. Sports can also be used as a "social glue" for bringing and sticking together people with diverse backgrounds and making their urban coexistence more sustainable, safe and resilient.

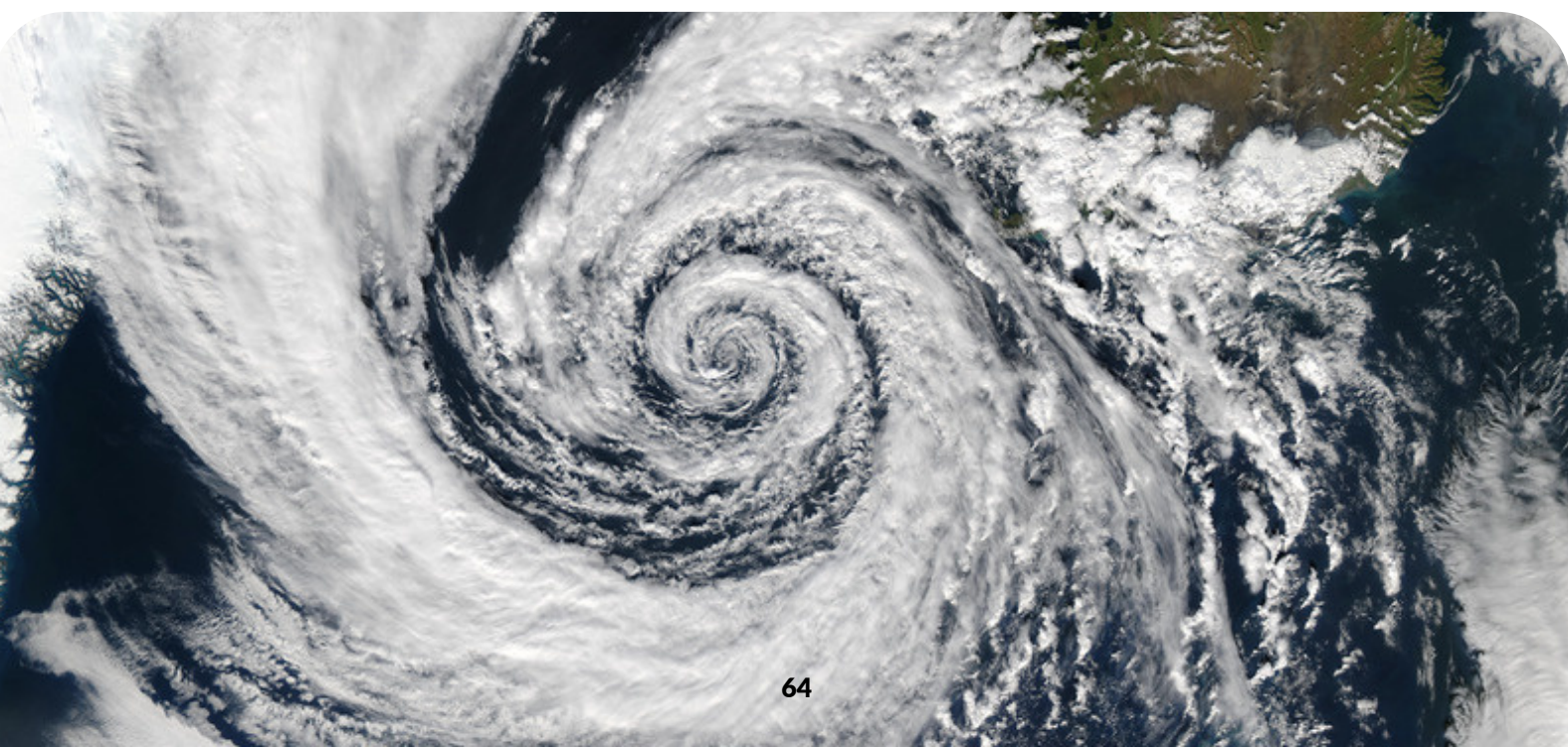
The role of sports for achieving SDG No13: Climate Action



Climate crisis is considered as one of the main challenges that humanity has been facing during the last decades. The consequences of this crisis have already affected the planet, local communities and quality of life for millions of people on a global level. The Agenda 2030 urgently calls for climate actions in terms of eliminating the damage already done and raising future generations' awareness in order to adopt a more climate-friendly lifestyle and habits.

Sports can have a great impact in the fight against the climate crisis by promoting a greener and healthier lifestyle to the participants. Sports are a field where participants learn and adopt habits, behaviors and lifestyles. Sports are also very popular not only among children but also among adults, therefore there is a great potential audience to be influenced for taking climate actions. Adding to that, a sports club that uses and promotes green and sustainable practices in everyday operations can have an important impact itself.

On a global scale, national and international sport bodies can take further actions to raise awareness about the climate crisis through important sport events which attract millions of spectators. Such sport events should be designed and operated in a more sustainable way, serving as an example for lower scale sport events.



The role of sports for achieving SDG No15: Life on Land



Together with the climate crisis, persevering life on land has been crucial during the last decades. Climate crisis combined over production and consumption has led to life on land for other species to be in danger. Sport can have an important role in the protection and the promotion of sustainable use of terrestrial ecosystems.

The role of sports in these SDGs concerns raising awareness and education level by promoting lifestyles that respect the ecosystem and make everyday life more sustainable. Sport offers a platform for education and promotion regarding the preservation of terrestrial ecosystems, the importance of biodiversity and the adoption of a more sustainable lifestyle. Additionally, and especially in urban areas, sports can work as an educational platform for explaining the interrelatedness of food, consumption, culture and biodiversity conservation.

A sport facility itself can contribute to the promotion of a sustainable use of the ecosystem. A sport facility can serve as a best practice model and provide sustainability assessment and recommendations on best practices to protect the ecosystem. Also, sports that can be organized in a natural environment can play an important role in ensuring the conservation and sustainable use of terrestrial ecosystems. Sport, especially outdoor sport, can incorporate safeguards, activities and messages promoting the sustainable and environmentally respectful use of terrestrial resources.

DEBRIEFING (5 MINUTES)

The trainer will make the last 5 minutes of the session available for questions and an open discussion.

ASSESSMENT

Participants will fulfill a brief questionnaire.

The role of sports for achieving SDG No13: Climate Action



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On a global scale, national and international sport bodies can take further actions to raise awareness about the climate crisis through important sport events which attract millions of spectators. Such sport events should be designed and operated in a more sustainable way, serving as an example for lower scale sport events.

REFERENCE



Kazan Action Plan, UNESCO (<https://unesdoc.unesco.org/ark:/48223/pf0000252725>)

Enhancing the Contribution of Sport to the Sustainable Development Goals, Commonwealth Secretariat (https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf)

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Sport and the Sustainable Development Goals: Where is the policy coherence? (<https://doi.org/10.1177/1012690217752651>)



SESSION 2

HOW TO PROMOTE SUSTAINABLE DEVELOPMENT GOALS THROUGH SPORTS

The purpose of the session will be:

- ✓ Identification of actions to be taken towards achieving SDGs in the sports field
- ✓ Identification of initiatives towards achieving SDGs in the sports field

Duration of the session : 60 min



INTRODUCTION

Ice Breaker Activity:

Each participant has to share with the audience an opinion/idea of how SDGs could be achieved through sports, according to what has been learned in Session 1.

MAIN PART (40 MIN)

What each sport organization/individual could do for achieving SDGs in everyday sport practice?

Practical examples and ideas for each of the SDGs.

SDG 1: No Poverty



Sport organizations can work towards achieving SDG1 through actions such as:

- Include unprivileged people from your community at your sport programs without a subscription fee. You can have a specific number of subscription-free spots in your activities that will not affect the financial status of your organization.
- Reach out to organizations working with unprivileged populations in your area and ask them for a collaboration. In most cases, there will be plenty of ideas for the co-design of a sports activity.
- Actively enquire to sports bodies and decision makers to include your sport organization on their annual planning. Many sport bodies such as national sports federations take actions and support the implementation of sports activities for unprivileged people.

SDG No3: Good Health and Well-being



Sport organizations can work towards achieving SDG3 through actions such as:

- Focus on the enjoyment and the personal development for each for your participants at your existing sport activities in order to foster their level of motivation. Keeping existing participants physically active will contribute to a better level of their health.
- Adapt your activities to the competence level of your participants. Participants who feel very incompetent or feel much more competent than their counterparts tend to drop out more often from sport activities.
- Offer "sport for all" programs to children and adults. Although young children are widely involved in sports, there is a tendency of dropping out in the adolescence as a result of the incompetence or lack of sport talent. By offering inclusive activities that focus on the enjoyment and the social interaction rather than competence could attract many participants who are feeling excluded.

SDG No4: Quality Education



Sport organizations can work towards achieving SDG4 through actions such as:

- Emphasize on the education of your existing participants in parallel with their sport development. Sport organizations may encourage participants to focus on their studies by promoting the role of education through discussions, seminars or awards for those excelling in academic fields.
- Build special sessions focusing on the value of education.
- Make your participants have realistic expectations about their sport careers. Not everyone is going to make it to a professional level and education is an alternative for future career paths.
- Collaborate with organizations promoting soft/hard skills enhancement in order to provide a more holistic approach to your participants and provide them with alternatives for their future careers.
- Provide quality sport education to unprivileged populations and minorities by establishing a number of subscription-free spots in your sport programs.

SDG No5: Gender Equality



Sport organizations can work towards achieving SDG5 through actions such as:

- Provide special sessions towards gender equality for your existing participants. These sessions may concern discussions about women athletes' milestones and records, visits of female athletes and open discussion regarding gender equality issues in and out of the sports field.
- Encourage female participants to actively chase their sport dreams and goals by offering the same level of services as for male athletes and by taking into consideration their needs and expectations.
- Encourage the co-existence in the sport field of male and female athletes as a way to promote equality on site.
- Make open sessions for girls from your community in order for them to get familiar with the sport and get to know whether they like it or not.
- Visit local schools and discuss with the students about the importance of gender equality in sports and about female sports in general.
- Use sport milestones such as Olympics, World Cups etc. for promoting the equal access of sports for male and female athletes.
- Reach out to your local federations and enroll in their social and raise awareness activities planning.

SDG No10: Reduced Inequalities



Sport organizations can work towards achieving SDG10 through actions such as:

- Raise awareness among your existing participants for the need of an equal society and provide them with practical examples of how to reduce inequalities both in the field and in their daily life
- Organize open events inviting members of the community to participate. These events could concern either the sport itself or include a raise awareness event for the need of reduction of inequalities.
- Provide the opportunity of open and free sport participation to the unprivileged or excluded members of your community. Special sessions in a weekly or monthly ratio or some subscription-free spots within your existing sessions could bring members of the community closer to sports.
- Reach out to your local federation or other sport bodies in order to take part in their annual social activities planning.
- Reach out to organizations working with unprivileged populations and minorities in order to include their beneficiaries to your activities or to co-design some activities for them.

SDG No11: Sustainable Cities and Communities



Sport organizations can work towards achieving SDG11 through actions such as:

- Raise awareness to your existing participants regarding the importance of diversity in the social life
- Emphasize not on what make your participants but on what make them similar such as their dreams and goals
- Promote community level activities for bringing the members of the community together
- Reach out to your municipality for organizing joined activities that will focus on the citizens' inclusion
- Collaborate with organizations working with unprivileged populations for offering sport activities for empowerment. A resilient community depends also on the adequate level of quality of life of all citizens

SDG No13: Climate Action



Sport organizations can work towards achieving SDG13 through actions such as:

- Raise awareness to your existing participants about actions needed to be taken towards climate crisis (e.g., reduction of single-use products)
- Embed at your everyday practice recommendations about more sustainable operations such as energy consumption
- Organize special events or sessions about the climate crisis and the actions that can be taken on an individual and community level. Speakers with a specialization in climate crisis can provide insights and educate participants in a more holistic way
- Reach out to stakeholders such as municipalities and sport federations for joining social activities towards climate action

SDG No15: Life on Land



Sport organizations can work towards achieving SDG15 through actions such as:

- Use sport facilities that are constructed in a sustainable for the ecosystem way
- Adopt everyday practices that promote ecosystem perseverance
- Raise awareness to your participants about using ways for the sustainable use of the ecosystem such as responsible consumption of products
- Reach out to organizations and stakeholders working on the field for better educating your participants on the issue of the ecosystem perseverance

DEBRIEFING (5 MINUTES)

The trainer will make the last 5 minutes of the session available for questions and an open discussion.

ASSESSMENT

Participants will fulfill a brief questionnaire.

REFERENCE



-Kazan Action Plan, UNESCO (<https://unesdoc.unesco.org/ark:/48223/pf0000252725>)

-Enhancing the Contribution of Sport to the Sustainable Development Goals, Commonwealth Secretariat

(https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals.pdf)

-The Contribution of Sports to the Achievement of the Sustainable Development Goals: A Toolkit for Action, UN

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-Sport and the Sustainable Development Goals: Where is the policy coherence?

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MODULE 5

PROFESSIONAL WORKING WITH PWID



INTRODUCTION TO THE MODULE

Inclusive Physical Education is shaped by professional training, collegial collaboration and a curriculum that can easily be adapted to physical activity and sports participation for people with disabilities. Learning activities that promote collaboration and reduce exclusionary competitive games are important for students to feel engaged and socially successful in PE. In PE, teachers need the incorporation of professional assistants in their classes.

The idea of physical activity based on the integration of the principles of special pedagogy and motor science can be made factual by using the construct of integrated sport, fundamental in the context of adapted physical activity (APA). The Adapted Physical Education teacher adheres to the definition of Physical Education under the individuals with Disabilities. Adapted physical education teachers must have knowledge and competencies and show teaching strategies for making inclusive classes.

The module aims to reflect about the skills and knowledge that acquired for better working with Disabilities. Also, the module provides insights on strategies for educators, trainers, working with PWID on how to make a physical education class inclusive.

KEYWORDS

Sustainable Development Goals, SDGs, Sports

LEARNING OBJECTIVES

- To define the knowledge and skills of a qualified Adapted Physical Educator
- To develop skills and knowledge to make Physical Education class inclusive
- To list the benefits of interdisciplinary collaboration
- To indicate the importance of network between professional staff of different profile, parents and other
- To establish strategies for making an inclusive environment
- To identify and apply learning strategies as a Physical Education Teacher
- To use student-activated teaching styles

LEARNING OUTCOMES

- Professionals will learn about knowledge and skills of a qualified Adapted Physical Educator
- Professionals will define the benefits of interdisciplinary collaboration
- Professionals will be able to perceive importance of creating a network between professionals, families, target group and other.
- Professionals will be able to establish teaching strategies and styles to help students to feel more physically involved.
- Professionals will be able to use student-activated teaching styles
-

TEACHING AND LEARNING ACTIVITIES

- Theoretical lectures
- Group discussions
- Literature review
- Workshops/webinar
- Group work
- Self-study

LEARNING CONTENT

- Powerpoint presentation
- Theoretical framework/learning scenarios
- OERs

ASSESSMENT

At the end of each session a qualification test is to be taken using an online form (Yes/No, True/False and multiple answer quiz)

TO GO FURTHER

- Below you will find bibliography, articles, videos and links
- How to Become an Adapted Physical Education Teacher. Available at: <https://www.peteacheredu.org/adapted-physical-education/>
- Bertills, K., Granlund, M., & Augustine, L. (2019, August). Inclusive teaching skills and student engagement in physical education. In *Frontiers in education* (Vol. 4, p. 74). Frontiers Media SA.
- Cueto, M. D. D., Astudillo, A. V., & Oliva, F. J. C. (2022). Coordination between physical education teachers and physical therapists in physical education classes: The case of the autonomous community of Madrid in Spain. *Movimento*, 25.
- How to teach students with moderate and severe intellectual disabilities in inclusive and special education settings: Teachers' perspectives on skills, knowledge and attitudes. Available at: <https://journals.sagepub.com/doi/full/10.1177/1474904118780171>
- Furrer, V., Valkanover, S., Eckhart, M., & Nagel, S. (2020, October). The role of teaching strategies in social acceptance and interactions; Considering students with intellectual disabilities in inclusive physical education. In *Frontiers in education* (Vol. 5, p. 586960). Frontiers Media SA.



PREPARATION TO THE SESSION

Prior to the session, the educator will have prepared supportive material about the knowledge and skills that a Adapted Physical Education Teacher should have. These documents are needed to support the learning process and to guide discussions.

MATERIAL REQUIRED

- Computer / Laptop
- Internet connection
- Sheets of paper for the participants

TITLE OF THE SESSIONS

- 1 Who professionals should be involved and the skills that acquired for better working with Disabilities
- 2 Didactic Guidelines for Physical Education Teachers





SESSION 1: WHO PROFESSIONALS SHOULD BE INVOLVED AND THE SKILLS THAT ACQUIRED FOR BETTER WORKING WITH DISABILITIES

The purpose of the session will be:

- ✓ To define the knowledge and skills of a qualified Adapted Physical Educator
- ✓ To develop skills and knowledge to make Physical Education class inclusive
- ✓ To list the benefits of interdisciplinary collaboration
- ✓ To indicate the importance of network between professional staff of different profile, parents and other

Duration of the session : 60 min



INTRODUCTION (10 MIN)

Questions for discussion.

For example: What does it mean to be a Qualified Adapted Physical Education Teacher?

- Who professionals work with people with Disabilities?
- Why is important to create a network of professionals?

MAIN PART (40 MIN)

Theoretical presentation and discussion:

Professionals working with people with Disabilities: Special Education Teachers, Volunteers, Occupational therapists, Social workers, Speech therapists, Nurses, Psychiatrists, Psychologists, Adapted Physical Education Trainers, Kinesiologists.

Occupational Therapist

The occupational therapist (OT) is trained to address skills associated with activities of daily living, work activities, and play or leisure activities. A physician's prescription is required for OT services to individuals with medically related conditions. Occupational therapists are good at using and advocating for a social prescribing approach, which bridges the gap between health and other community assets. They need to link with social prescribing hubs, leisure centers, sports centers or local gyms that they can collaborate with.

Physical Therapist

The physical therapist (PT) is trained to provide services that address range of motion, gait therapy, mobility assistance, and other interventions. A physician's prescription is required for PT services to individuals with medically related conditions. The decision, however, regarding whether a student has an educational need for physical therapy is the decision of the IEP committee.

Recreation Therapist

The recreation therapist is trained to use recreation services for purposeful intervention in some physical, emotional, or social behavior to bring about a desired change in that behavior and to promote the growth and development of the individual.

Speech and Language Therapist

The speech and language therapist is trained to develop expressive and receptive speech and communication skills in students with language disorders.

Doctors and nurses should guide, support, and educate their patients on the benefits of exercise, as well as discussing the barriers to physical activity and how to overcome them. Empowering the professionals to be more confident and in control of supporting physical activity will be a great indicator that physical activity will be maintained and supported for the PWID.

Adapted Physical Education Teacher

The APE teacher is a physical educator with highly specialized training in the assessment and evaluation of motor competency, physical fitness, play, and leisure, recreation and sport skills.

Adapted teachers are responsible for adapting these physical games and activities to children with disabilities. Inclusive physical education and physical activity includes students with disabilities in regular physical education classes. Specifically, teaching strategies, equipment, environments, and assessments have been adapted to meet the needs of all students.

Importance of network between professionals, families, target group and others.

The teachers and support staff should have a collaborative relationship to facilitate the inclusion of students with special educational needs. It is necessary to adequately design such collaboration because the incorporation of these assistants can lead to students with Disabilities facing social isolation by limiting their interaction with other students. However, professional instruction generally received by Physical Education Teachers during their initial and continued training provides them with a medical orientation, far removed from the educational. In PE, teachers need the incorporation of professional assistants in their classes. The individual providing the adapted physical education should collaborate with the occupational therapist, the physical therapist, the special education teacher and/or the physical education teacher for the school, social and professional integration of students. This expertise provides collaborators with a more comprehensive understanding of each student's needs, which can be used to plan and implement instruction and services more effectively.

Parents are the ones who stay with the child more hours, therefore they know very well his needs, possibilities and preferences. That is precisely why it is important that they accept, reinforce and participate equally with teachers and other specialists in implementation of integration programs. Cooperation between the parents of people with intellectual disabilities and professional staff of different profiles is important to be able to understand and support persons with special needs in their decision-making and inclusion in society. It is known that owing to their specific needs they require more professional help from various staff, their parents need more support, and the staff need more specialist knowledge and skills. The key qualities and values of a positive cooperative relationship include mutual trust and sincerity, mutual respect, positive communication and an exchange of assistance and knowledge in the parent-staff relationship. The better cooperation of scientists of different specialties within the school leads to more effective education, support and care of students and their families.

A constructive cooperative relationship is important for the successful work of expert teams, parent groups, integration into the local community, public awareness raising and the propagation and spread of relevant support programs and networks for people with disabilities and their families. Through collaborative culture, a collective professional trust is created, which allows teachers to interact more collaboratively and collaborate in a way that their collaboration creates sources of feedback and reflection on their practice, as well as planning and evaluating teaching materials and planning.

The purpose of the interdisciplinary collaboration is to improve education, the evaluation and support of children with disabilities and consequently the removal of school-social exclusion. Inclusive education has emerged as the most basic means for achieving the fight against social exclusion. The cooperation of regular and adapted physical educators, physical therapists, occupational therapists, teachers of special education and of all subjects, school board members, program and curriculum developers, college instructors and institutions of higher learning, administrators, and parents according to Lacey (2001), achieve better results as a team than what each member of the team can achieve on their own. It also concerns the child's family since they are asked to work with people of different specialties.

The benefits of interdisciplinary collaboration are therefore multiple:

- Holistic and not piecemeal approach (treating the student globally as an individual but also as a member in interaction with the subsystems he/she moves school, family, neighborhood, friends, services).
- Exchange of perspectives, experiences, and knowledge between professionals.
- Global consideration of the child's needs
- Jointly decided-pursued goals based on complementary and synergistic actions
- More efficient final work/better results.

The fundamental operating principles of the interdisciplinary team at school are as follows:

- Accepting the diversity of perspectives
- Complementarity of roles
- Mutual responsibility - co-responsibility
- Commonly defined purpose
- Effective communication
- Commitment to the common project
- Mutual respect
- Equal contribution of scientific roles



Qualified Adapted Physical Education Teacher (Knowledge and skills)

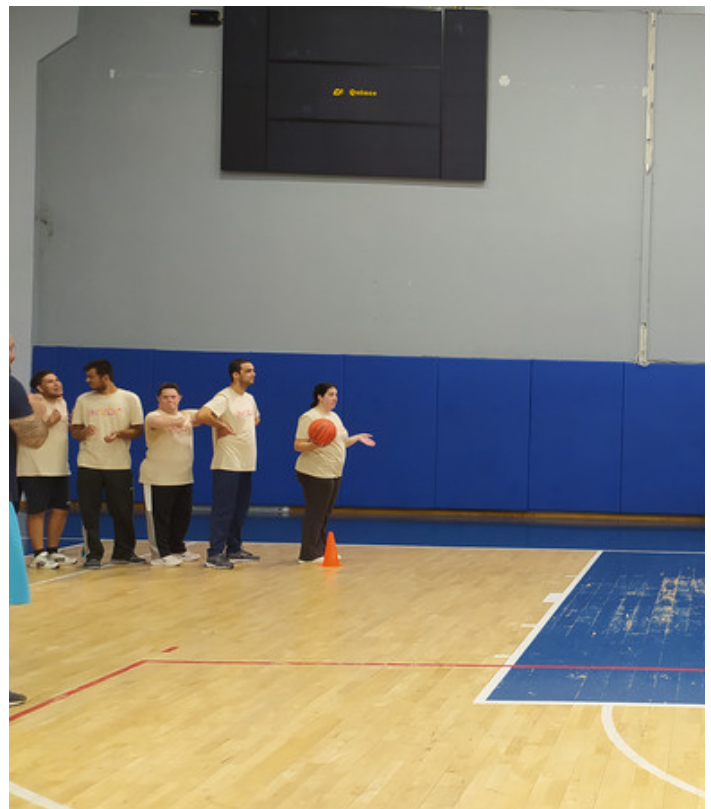
The idea of physical activity based on the integration of the principles of special pedagogy and motor science can be made factual by using the construct of integrated sport, fundamental in the context of adapted physical activity (APA).

Quality Physical Education (QPE) is the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. (Source: adapted from Association for Physical Education (afPE) Health Position Paper, 2008)

Adapted Physical Educators:

- Demonstrate effective teaching behaviors in addition to other job-related professional skills (i.e., collaborative teaching, disciplinary teaching, behavior management skill, etc.).
- Knowledge of motor characteristics, behaviors, and developmental sequences associated with various disabilities in relation to normal motor development.
- Skills in psychomotor assessment and a variety of physical education techniques and procedures for implementing the individual education plan.
- Developmental teaching methods/materials and gymnasium organizational abilities in physical and motor fitness, fundamental motor skills and skills in aquatics, dance, individual and group games and sports for individuals with disabilities and/or motor problems.
- Have content Knowledge about assessment, individualized educational planning and effective teaching
- Have consultative skills to work with colleagues from other academic areas (i.e., special education, education, psychology, and allied health professionals
- Effectively uses curriculum and instructional models and approaches
- Make adaptations and modifications to the rules, equipment, and facilities as needed to support the learner
- Knows a variety of behavior management practices to support positive individual and group behaviors

- Foster inclusion and social interaction among all students
- Adapt instructional techniques to the age and skill levels of students.
- Instruct students, using adapted physical education techniques, to improve physical fitness, gross motor skills, perceptual motor skills, or sports and game achievement.
- Provide individual or small groups of students with adapted physical education instruction that meets desired physical needs or goals.
- Provide students positive feedback to encourage and help them develop an appreciation for physical education.
- Prepare lesson plans in accordance with individualized education plans (IEPs) and the functional abilities or needs of students.
- Establish and maintain standards of behavior to create safe, orderly, and effective environments for learning.
- Evaluate the motor needs of individual students to determine their need for adapted physical education services. Evaluate and assess motor competency, physical fitness, recreation, leisure, and sports skills
- Maintain inventory of instructional equipment, materials, or aids.
- Offer at least three levels of challenge Special Olympics Australia and Sport Australia share tools to support us here. The latter have produced a range of activity cards designed to support the teaching of activities that include all abilities. Each card uses the TREE model to identify opportunities for modifications that would support participation in each activity.



What Adapted Physical Education Specialists Should Be Good At

- Oral Expression - The ability to communicate information and ideas in speaking so others will understand.
- Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Written Comprehension - The ability to read and understand information and ideas presented in writing.
- Written Expression - The ability to communicate information and ideas in writing so others will understand.
- Speech Recognition - The ability to identify and understand the speech of another person.
- Speech Clarity - The ability to speak clearly so others can understand you.
- Near Vision - The ability to see details at close range (within a few feet of the observer).
- Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense.

What Adapted Physical Education Specialists Need to Learn

- Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Law and Government - Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Therapy and Counseling - Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

- Sociology and Anthropology - Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Audit your school, class-space and lessons using the 7 pillars of inclusion

The 7 Pillars of Inclusion is a broad framework developed by Play by the Rules, focusing on the 'big picture' that acts as a starting point to guide inclusion. The seven pillars are:

1. Access - can all learners access (physically) and feel welcome?
2. Attitude - what is your attitude towards diversity and inclusion?
3. Choice - are there a range of ways to participate?
4. Partnerships - who will you work with, and who will support you?
5. Communication - what methods of communication will you use?
6. Policy - how are you committed and responsible for inclusion?
7. Opportunities - have you made practical changes so that all learners have equal opportunity to participate?

DEBRIEFING (5 MINUTES)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas, and feelings toward the topics discussed.

ASSESSMENT

- Participants will answer a brief questionnaire to evaluate what they learned during the session.



REFERENCE



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Videos

1. <https://www.youtube.com/watch?v=FZI0Y4vRHEU>
2. <https://www.youtube.com/watch?v=dDXRNhZfTHU>
3. <https://www.youtube.com/watch?v=LuehTLyOwX0>



SESSION 2 DIDACTIC GUIDELINES FOR PHYSICAL EDUCATION TEACHERS

The purpose of the session will be:

- ✓ To establish strategies for making an inclusive environment
- ✓ To identify and apply learning strategies as a Physical Education Teacher
- ✓ To use student-activated teaching styles

Duration of the session : 60 min



INTRODUCTION (10 MIN)

Ice breaker activity – group discussion

Everyone is given 5 minutes to form a group of 3-4 participants and to write down opinions, ideas, and proposals on how to react to the following situation: “A student with intellectual disability attends the mainstream school. Because his classmates do not include him in their company, do not choose him in their group. The teacher in charge of the department asks for your help so that through your lesson you can adopt pedagogical techniques of acceptance of the student with a disability by his group of classmates’ . What strategies would you adopt, as a Physical Education Teacher, in order to make the student with a disability accepted by all the children in his class?

At the end of the activity, short group presentation of the outcomes and discussion about the results

MAIN PART (40 MIN)

Physical Education is considered to have a high potential for fostering social inclusion. PE helps children to develop respect for others and enhances social development. Sport activities should be directed in an empowering, inclusive and positive way, focusing on the physical and psychosocial benefits of the sport participation rather than the sport activity per se.

How to Make Your Physical Education Class More Inclusive and Empowerment

As a PE teacher your goal is to help your students reach their full potential. An inclusive environment will help them get there. By emphasizing respect, acceptance, and cooperation as core values in class, you will create an environment that recognizes the value of differences and helps everyone focus on what they can do.

The following teaching strategies will help you build a more inclusive environment:

- Talk to your class about inclusion
- Have a conversation about expectations and etiquette. Students will have questions and concerns, so give everyone an opportunity for discussion. Help them to understand that all people have needs and rights and that everyone is different.
- Use “People First” language. By putting the individual first and the disability second you are helping to create mutual respect. (E.g., “My student with autism” as opposed to “An autistic student.”)
- Get to know your students. Find out about their abilities, strengths, and challenges, rather than making assumptions based on their disability. Find out about their learning needs.
- Consult with specialists. Specialists such as PTs, OTs, APE teachers, speech and language therapists, and others with more experience or education regarding working with students with disabilities can be a very effective resource.
- Modify activities. Sometimes students will need modifications and sometimes they won’t. It will depend on the student and the activity/skill/game being taught. The Physical Education Teacher needs to be familiar with many ways to create variations in games, activities, and sports, such as changing rules, equipment, movement patterns, players
- Cooperative learning, referring to instructional methods where students work together in small groups to learn and help others learn, have successfully been implemented in inclusive PE classrooms. Group goals (interaction and reflective dialogues), interpersonal and small group skills (shared decision making and listening, taking responsibility, giving feed-back, and encouraging each other), and individual accountability (to complete tasks) are key elements for this model to be successful.
- Peer tutoring on improving students’ motor performance, motor engagement and interaction between tutors and tutees.

- **Embedded instruction.** An inclusive mastery climate intervention, a systematic instructional approach, which uses student-centred instruction to target both the motivational level of the student and the process of learning. This intervention saw positive influence on the motor skill development of students with and without disabilities

General Strategies to deal with Learning Acquisition issues:

The degree of intellectual impairment (ie. comprehension, memory, attention, etc) varies from child to child, as does the child's other difficulties (mobility, balance, coordination, hearing, etc). Therefore a thorough understanding of the individual child's abilities is needed for you to be able to effectively work with him.

Learning occurs at a slower pace

1. Provide structure
2. Provide repetition and review
3. Simplify instructional content. Break down skills into smaller parts.
4. Provide a choice of activities, all of which are related to your instructional goals for the goal.
5. Allow enough time to possess the information

Short-term memory and attention span

1. Train for short periods of time
2. Provide repetition and review (key to gaining new skill)
3. Work one-on-one (gain full attention)
4. Keep instructions clear, short and simple. Students repeat instructions.
5. Make sure that the game or task that you are explaining is within their capacity of understanding.
6. Give a demonstration of the task; do a verbal analysis of the task; student performs the task; the teacher affirms the task.

Spatial and body awareness .

1. There may be safety issues for students engaging in movement exercises. Provide suitable group arrangements, for example restricting the area of movement, planning for the student to engage in follow the leader, using copying and contrasting exercises.

- Use specific body parts in exercises, for example make a shape with the upper part of the body

Behaviour problems

- Set clear rules, expectations, and limits
- Enforce rules but provide conditions for coming back
- Involve students in demonstrations where possible.
- Encourage the students and assign tasks that give opportunities for success.

Verbal communication difficulties

- Allow for additional time to express thoughts
- Use picture boards/other assistive devices
- Ask him or her to demonstrate or show what he/she means
- Use a wide range of teaching methods, eg. verbal instructions, visual demonstration and other visual and auditory inputs (eg. pictures, noise-making toys). You may also need to manually guide the person, ie. using your hands to guide the child's body.

Poor muscle tone

1. Provide specific exercise and strengthening programs
2. Stretch safely; do not allow athletes to stretch beyond normal joint range of motion

Sensitive to touch

1. Establish eye contact when talking
2. Use softer or adaptable equipment
3. Forewarn if any touch is necessary

Failure to form social bonds

1. Work in small groups
2. Have athletes work in pairs (same pairs for several weeks)
3. Provide highly structured and least distracting environment

Difficulty with balance or stability

1. Provide additional assistance
2. If stretching, sit down, lean against wall, or hold on to partner
3. Allow for extra time to complete a task

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[Burns, J., & Johnston, M. \(2020\). *Good Practice Guide for coaching athletes with Intellectual Disabilities.*](#)

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Videos

1. <https://www.youtube.com/watch?v=LVXBUWf47dc>

2. <https://www.youtube.com/watch?v=yGWHES-4j-o>

MODULE 6

HEALTH AND SAFETY MEASURES FOR WORKING WITH PWIDS



INTRODUCTION TO THE MODULE

Health and safety measures for working with PWIDs module indicates, defines and describes a general set of measures and guidelines needed to be taken into consideration for ensuring a safe environment for PWID and their educators.

Physical activity plays an important role in maintaining health, well-being, and quality of life. PWID have the same need for sports activities, if not greater, because physical activity can greatly affect their motor skills and other abilities, but also contribute to the improvement of their health and well-being.

In general, health and safety measures indicate activity adaptations and set of rules based on health differences of PWIDs and non-disabled people. Based on the current level of performance, health and safety measures are taken into account through adaptation of activities, methods of teaching as well as environment adaptations, with the goal of overcoming barriers when engaging in activities.

Health measures refer to defining and implementing relevant programs and activities based on the evaluation of the current level of abilities of PWID. Based on the assessment on the current level of abilities, professionals working with PWIDs can create programs and activities suited to the target group, ensuring improvement of functional and motor skills, psychological well-being and socialization in a safe environment.

Safety measures refer to accessibility (individual, semi-individual, group), ensuring a safe environment, supporting props and aids as well as adaptation of activities in a way that they are safe for PWID.

The module provides insights on common approaches and recommendations for educators, trainers, caregivers and others working with PWID on how to create and ensure a safety environment implementing health and safety measures.

KEYWORDS

Health measures, safety rules, adaptive activity, environment adaptations, accessibility

LEARNING OBJECTIVES

- Define health and safety measures applied for working with PWID
- Indicate importance of assessment of current level of abilities for PWID in defining health and safety measures
- Define specific health measures based on created adaptive activities suited to the target group
- Establish safety measures for accessibility, safe environment, supporting props and aids
- Identify and apply common approaches of health and safety measures

LEARNING OUTCOMES

- Professionals will be able to define general health and safety measures for working with PWID
- Professionals will be able to perceive importance of assessment for defining health and safety measures for PWID
- Professionals will be able to define and adapt activities so they are safe for target group
- Professionals will be able to establish safe environment and ensure accessibility with supporting props for working with PWID
- Professionals will be able to apply common approaches of health and safety measures to a specific target group of PWID

LEARNING CONTENT

- Theoretical framework/learning scenarios
- PPT
- OERs

TEACHING AND LEARN ACTIVITIES

- Workshops/webinar
- Literature Review
- Group work
- Case study
- Self-study

ASSESSMENT

- Theoretical framework/learning scenarios
- PPT
- Group work
- OERs

At the end of each a qualification test is to be taken:
For the Online Course (multiple answer quiz)

TO GO FURTHER

https://www.teamunify.com/lscis/UserFiles/Image/QuickUpload/best-practices-for-safe-sport-with-athletes-with-disabilities_095500.pdf

<https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

<https://op.europa.eu/en/publication-detail/-/publication/09e457a0-04d7-11e9-adde-01aa75ed71a1/language-en/format-PDF/source-84442024>

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<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html#Fulltext>

https://www.sportaus.gov.au/__data/assets/pdf_file/0007/952126/Adapting-And-Modifying-Sport-For-People-With-Disability-Part-One.pdf

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Lieberman, L. J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators*. Human Kinetics. Champaign, IL.



PREPARATION OF THE SESSION

Prior to the session, the educator will have prepared different slide presentations and supportive material on Health and safety measures for working with PWID. These documents are needed to support the learning process and to guide discussions. The educator will make the presentations available to all trainees prior to the training

MATERIAL REQUIRED

- Laptop
- Internet connection
- White boards, paper and markers

TITLE OF SESSIONS

- 1 Definition of health and safety measures
- 2 Adaptations for establishing health and safety measures





SESSION 1

DEFINITION OF HEALTH AND SAFETY MEASURES

The purpose of the session will be:

- ✓ Define health and safety measures applied for working with PWID
- ✓ Indicate importance of assessment of current level of abilities for PWID in defining health and safety measures

Duration of the session : 60 min



INTRODUCTION (10 MIN)

Ice breaker activity: Health Equity

Before Class:

Inflate a beach ball. Use a permanent marker to write icebreaker questions on the ball.

Sample questions:

- What does it mean to be healthy?
- What does poor health mean?
- How does sport contribute to health?
- What are the main differences in working with PWID and non-disabled people in sport?
- What would be your approach in working with PWID?
- What do health and safety measures mean to you?
- What aspects of assessment for the current level of ability for PWID do you find important?
- What actions would you do to create a healthy and safe environment for working with PWID?

During the activity:

Instruct participants to create a circle. Toss the ball from participant to participant a few times. Each time a ball is caught, the participant who received the ball must read the question that his/her right thumb lands on, and then answer it.

MAIN PART (40 MIN)

Main part: 40 min

Health and safety measures: Framework

The World Health Organisation endorsed the concept that all individuals, including PWID can influence health and functional ability through physical activity and sport as a daily component of everyday life. It is of most importance for people with a disability to ensure access to their fundamental human rights and participation in cultural life, including participation in play, recreational, leisure and sporting activities, on an equal basis with others.

However, persons with intellectual disabilities (PWIDs) are less involved in recreational activities than people without intellectual disabilities, activities are more passive, less diverse, often limited to activities inside their home. Inclusion in recreational activities is influenced by gender, age, difficulty, individual and family preferences, motivation, environmental factors, support and available time of parents/caregivers. Inclusion barriers are also related to the social status, education and functionality of the family.

Social inclusion of PWID and their accessibility in sport is limited by various barriers. There are many researches conducted on the topic of sport participation and barriers preventing accessibility and equal access to sport. Composing multiple studies, barriers to sport participation can be divided in following categories:

- Intrapersonal / Individual – barriers with lack of proper information about physical activity and sport participation (where to participate, how to engage in sport activity, what kind of activity is appropriate, how to perform activities safely, etc.), barrier with level of ability and performance (nature of impairment, type of disability, health issues, etc.), psychological barriers (fear, lack of motivation, concerns about safety, apprehension of attracting unwanted attention, etc.);
- Interpersonal / social – social barriers from community like not enough awareness on the needs of PWID, caregivers (teachers, educators, professionals, trainers etc.) and family having overprotective behaviors towards PWID,
- Environmental – barriers related to accessibility like infrastructure and facilities with inadequate access to participants (ex. narrow doorways for wheelchair access, rooms without handles), barriers in outdoor areas (poorly lit paths), inadequate transportation, insufficient or unsuitable equipment, barriers in expertise in working with PWIDs, etc.;

PWID face diverse barriers in sports are various and can include one or more limitations to accessibility in sport. While some face barriers with lack of expertise in inclusive sport among coaches and professionals, others may have limited access because of inadequate equipment. Some PWID may have more difficulties in overcoming transportation barriers while others tend to have more problems with barriers related to infrastructure. Apart from main barriers to sports participation mentioned above (lack of expertise, inadequate facilities, inadequate equipment, transportation limitations), participants may also experience barriers differently depending on chosen sport and level of ability.



United Nations Convention on the Rights of Persons with Disabilities indicates that in order to enable persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, following measures should be taken into account:

1. To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
2. To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;

Equal access to sports is manifested not only in the promotion of participation, but also in the quality standard of access and participation that need to be ensured. In order to ensure equal access to sports, it is necessary to take into account necessary adaptations in such a way that barriers to participation are reduced, limited or removed. Moreover, while adapting activities, health and safety measures need to be taken into account for equal access in sports for PWID.

Health and safety measures describe a set of guidelines needed to be taken into consideration for ensuring a safe environment for educators working with PWIDs.

From an inclusive point of view, health and safety measures provide a range of setups and choices that enable safe participation for people of all ages, abilities and backgrounds in the most appropriate manner possible. Health and safety measures encompass a broad range of options in many different settings. Sometimes this may mean modifying a sport to provide a more appropriate version for particular participants. Modifying the rules of a sport is something very common, especially for PWID. Modified rules make the sport more inclusive, safe and fun. Depending on the level of performance, people with disability can be included safely into sport with no modifications at all, or in other situations modifications may be needed. Modifications may only be minor, such as a change in a rule or piece of equipment which is straightforward, yet may provide significant assistance to an individual. Sometimes major modifications are necessary, particularly for people with high support needs to participate safely.

The purpose of adapting and modifying sport is to make the sport environment as safe as possible and also minimize or eliminate disadvantage caused by the environment in which a sport is played so all participants can have access.





All health and safety measures should be continually reviewed and, if appropriate, updated and modified according to specific situations.

Caregivers often attach too little importance to physical activity and the benefits it brings for a person with developmental disabilities. There are also cases of overestimating the dangers of exercise. Certainly, when recommending physical exercise, it is necessary to consider the health and functional status of the participants, to ensure the safety of the exercise, the person's preferences, and to choose a program and equipment adapted to the health and functional status. Although the use of information technology is most often associated with an increase in time spent sitting, today its application is also one of the approaches to include people with developmental disabilities in physical activity programs. The use of information technology is one of the attractive approaches that enable, in situations where there are significant obstacles (obstacles related to transport, equipment, space, climatic conditions, schedule of caregivers) for inclusion in adapted physical activity programs, exercise of people of their age by applying interactive activities that they can include more than one practitioner/player. They contain, in terms of type, duration, intensity and complexity of several levels - which enables finding the optimal type and intensity of load adapted to the health and functional status of the participants.

Caregivers/parents of persons with developmental disabilities require special attention, which is currently insufficient, not only in terms of health but also their overall quality of life. Their health and quality of life are complexly related to the quality of life of the people they care for. Caring for a person with developmental disabilities is significantly more complex, demanding and long-lasting compared to usual parental care - it is related to the person's chronic health problems and the ability to meet every day special needs. This is reflected in the quality of life of parents/caregivers. The psychological and physical health of parents, often mothers, is primarily related to the person's behavior and care requirements that pose the person's difficulties and is related to the family's functionality. Therefore, programs aimed at involving people with developmental disabilities in physical activity should include not only the participants but also their parents/caregivers.

Kinesiologists refer to a variety of adapted exercise and sports activities in which people with developmental disabilities can be included. As the possibilities of inclusion primarily depend on the health and functional status of the participants, the continuous cooperation of pediatricians, kinesiologists, parents/caregivers and participants in advising and recommending the form and type, duration, frequency and intensity of activities contributes to greater inclusion in healthy and safe exercise activities of people with developmental difficulties. Manuals with instructions and recommendations on the choice of sports activities and health recommendations for health-safe implementation of exercise, sports, recreational or sports activities in people with developmental disabilities, with regard to the type of disability, are a guide for practitioners in raising and safely implementing adapted physical activity in people with disabilities under development. People who plan, program, implement and supervise exercise programs for people with developmental disabilities, especially those with severe chronic health problems, should be familiar with the health and functional status, difficulties and special needs, possible contraindications for exercising/certain forms of exercise, restrictions regarding the intensity of activity, as well as with signs and symptoms that in some people with chronic difficulties may point to a possible health complication or injury related to exercise and to be referred to specialists in cases of certain complications, so that the risk of exercise or training is reduced to a minimum.

DEBRIEFING (5 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

ASSESSMENT (5 MIN)

Participants will answer a brief questionnaire to evaluate what they learned during the session.

Continuous education and acquisition of special skills of persons who implement and supervise exercise and training programs for persons with special needs, especially those with severe chronic health problems, is an important factor in increasing inclusion and raising the level of individually adapted and health-safe physical activity in that population.

Increasing the level of physical activity and greater inclusion of people with developmental difficulties, disabilities and chronic diseases in individually adapted physical activity programs is not the responsibility of parents/caregivers, doctors, kinesiologists, physiotherapists alone. It requires the involvement of all levels of society, from the local community to state bodies, primarily in identifying and removing obstacles to the inclusion of children with special needs in healthy and safe physical activity.



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SESSION 2

ADAPTATIONS FOR ESTABLISHING HEALTH AND SAFETY MEASURES

The purpose of the session will be:

- ✓ Define specific health and safety measures based on created adaptive activities suited to the target group
- ✓ Establish safety measures for accessibility, safe environment, supporting props and aids
- ✓ Identify and apply common approaches of health and safety measures

Duration of the session : 60 min 

INTRODUCTION (10 MIN)

Ice breaker activity – group discussion

Everyone is given 5 minutes to form a group of 3-4 participants and to write down opinions, ideas and proposal on how to react to the following situation: “You are a sports coach for a group of 20 children with intellectual disabilities and you need to organize a sports activity session (2h duration) for 1-2 grassroots sports in a sport hall. What safety measures would you take into consideration in order to establish a safe environment for participants?”

At the end of the activity, short group presentation of the outcomes and discussion about the results and the overall ice breaking activity.

Afterwards, short group discussion to sum up the results that refer to the establishment of a healthy and safe environment.



MAIN PART (40 MIN)

Establishing health and safety measures: Framework

The most important thing to ensure successful inclusion in sport activities is adapting the current environment to suit the needs of a specific target group of participants. In particular, when it comes to PWID adaptations are applied so that participation in sport activities can occur effectively and safely. Professionals working with PWID, caregivers, trainers, program planners etc. can all benefit from having a method of making appropriate adaptations and modifications to sport activities.

Persons with intellectual disabilities have more difficulty participating in physical activity and sport because of barriers caused by the environment around them. Health and safety measures usually aren't met, infrastructure often lacks accessibility, knowledge from educators/trainers/caregivers is insufficient, which all contribute to limit opportunity for participation by PWIDs.

Health and safety measures for PWID in sport must consider a variety of factors in order for participants to safely engage. All things need to be taken into consideration when designing sport activities and programs for PWID-s: adaptivity of activities, accessibility of infrastructure, special equipment, professionals and experts in working with PWID in sports etc. Planning a sport program for PWID is very complex as additional areas that must be considered. When implementing sport activities and programs, a professional/educator/trainer/caregiver must target improvement of psychomotor skills such as cardiovascular endurance, balance, flexibility, muscular strength and agility. In addition to these areas of focus, programs must ensure that the sport activity is accessible, safe, and enjoyable. Other considerations include the health status of the PWID, and the ability of the participant and their caregivers to understand any risk involved in participation. When planning sport activities, strategies to minimize the risks of illness or injury must also be taken into account. Finally, it is recommended that PWID enroll in organized physical activity programs with short term, middle term and long-term goals. Preferred programs are of longer and more frequent duration, but less intense.

For health and safety measures, it is always important to have clear insights (level of ability and performance) on PWID that will participate in sport activities and programs and to create an inclusive and safe environment. Next challenge is to ensure healthy and enjoyable learning experience in which there is no tolerance to discrimination and intolerance, rather equality and healthy atmosphere are supported. Challenges to providing health and safety measures are different from country to country when it comes to an inclusive environment. Differences in accessibility, available content and structure, accessible equipment, support and cooperation with community make the creation of a common policy framework for health and safety measures. Despite the differences in countries, some common health and safety can be defined through scope of preparatory activities for overcoming potential barriers to inclusion in physical activity and planning for successful implementation of sport activities and programs.

Such measures include:

1. Setting a safe environment in local community by creating network with people involved in activities like trainers, coaches, professionals working with PWID, PWID and their family;
2. Overcome stereotype labels and language that influence how PWID is being treated when taking part in inclusive sport activities and programs;
3. Ensure staff with professional skills and knowledge in planning, organizing, implementing and monitoring sport activities and programs for PWID;
4. Ensuring necessary equipment and overcoming accessibility barriers;
5. Setting up activities and programs that are barrier free with adaptations in environment, teaching and activity;
6. Ensuring needed assessment of target group having a clear insight of the participants present level of ability and performance;
7. Planning organizing and implementing inclusive programs by selecting adaptations of activity, teaching and environment corresponded to the participants level of performance;
8. Ensuring safe environment by promoting health, motivation, sense of achievement and self-esteem;
9. Promoting collaboration between caregivers, trainers, professionals, family members and PWID through fun activities, thus creating positive emotional atmosphere that is free of stress and performance prerequisites or outcomes;

Health and safety measures need to be taken into consideration regardless of the level of ability of PWID participating in sport activities or programs. The way professional/educator/trainer/caregiver selects activities, adapts the environment and presents information to participants, dictate the level of health and safety measures taken into account and thus level of success. Adaptations have multiple benefits as they ensure a safe environment to participants and maximize their performance.

In particular, through planning and organizing sport activities, following health and safety measures need to be taken into account:¹

1. Environmental measures – Structure a secure environment for participants to feel safe. Activity space should be clearly marked and identified and objects that are not needed for the sport activity should be put aside. By limiting and adapting space and adding mirrors can increase concentration and successful execution of activities. Environment adaptations should also consider larger in size objects and objects in brighter colors, preferably used within a neutral in color learning environment. During the activity, professional/trainers/educators/caregivers should instruct participants on rules and limitations of activity space and monitor participants performance at all times. Including sound signals like whistle is also beneficial for participants' concentration and safety.
2. Teaching measures – every professional working with PWID should simplify instructions so the participants have clear information about the activity. Best practice indicates that instructions need to be simplified and shortened to action words used in a proper tone of voice depending on the activity. When performing activities, suggestion is to perform 1 activity at a time and if necessary, break down activity to sequential tasks (task analysis). For each activity correct and frequent demonstration is preferred with pointing out important instructions verbally. Kinesthetic guidance can also be used when needed. Also, it is important to encourage participants and collect feedback to enhance collaboration and maintain a safe environment.
3. Activity measures - during activities focus needs to be on participation and creating a safe environment through simple and playful exercises that enhance joy and fun. Apart from participation, activities need to be performed correctly to avoid injuries and improve level of performance and ability. After a certain time, when the participant becomes familiar with performed activities, progressive and more challenging activities can be included keeping the same level of enjoyment and feeling of success. Rules of activities need to be simple and adaptive with common elements to limit possibilities of injuries and accidents.

DEBRIEFING (5 MIN)

To wrap up the session, the educator will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.

ASSESSMENT (5 MIN)

Participants will answer a brief questionnaire to evaluate what they learned during the session.



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