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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #2 - Denmark

ISCA – International Sport and Culture Association

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Key words. Please insert 3 to 5 key words that best describe the best practice

Ambassadors, inspiration, service, schools

1. Type of Disability

Please describe the type of disability that this practice is focused on. If there is an official definition of the disability in European or National documents please provide it.

This practice is not focused on a specific disability.

2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

The practice is delivered by Parasport Denmark: <https://parasport.dk/>

Idrættens Hus

Brøndby Stadion 20

2605 Brøndby

E-mail: info@parasport.dk

3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs etc.).

The project is offering "guest teachers" (undervisningskorps) that themselves have a disability to offer exciting training sessions for students in primary schools. Schools have to pay for the sessions.

4. Practice summary

Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

Trained professional teachers from Parasport Denmark (that have a disability) are visiting schools that request the service/training sessions.



The teachers present Parasport Denmark and various sports aimed at e.g. mobility impaired, developmentally impaired and visually impaired. Many of the teachers start from their own personal history and disability. The key is the practical part, where the students try different forms of parasport on their own bodies and experience the practice of sports in, for example, a wheelchair. Together with fellow students or classmates, the participants experience activities and sports that they may not have tried before, and experience how sports for people with

disabilities can be fun and challenging. The teachers adapt a basic course to the students' level and the facilities on site and bring a trailer full of sports props for e.g. wheelchair sports and goalball. The teaching is divided into a practical part and a theoretical part. A hall or a gymnasium and a teaching room with AV equipment must be provided by the school.

5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

The variations are made by the visiting teachers themselves on the spot. All age groups in primary school may receive a guest teacher.

6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

The training is initiated by the school, typically in collaboration between the principal and teachers. The visiting teachers are often coming one at a time, but if the groups/classes are bigger, they join in pairs. Some of the educators are listed on the web site^{1 2}:

¹ <https://parasport.dk/aktiviteter/uddannelse/underviserkorps/>

² <https://parasport.dk/media/5471/proev-kraefter-med-parasport-2023.pdf> (this is open source and can be published free of charge)

UNDERVISNINGSKOORDINATORER

Kontor Vejle (Region Nord- Midt og Sønderjylland)



Mogens Jensen
Vedelsgade 25, 2., 7100 Vejle
Mobil: 20 33 50 40
E-mail: moj@parasport.dk



Allan Jensen
Vedelsgade 25, 2., 7100 Vejle
Mobil: 40 11 49 81
E-mail: all@parasport.dk



Alex Skærlund
Vedelsgade 25, 2., 7100 Vejle
Mobil: 51 59 72 75
E-mail: ale@parasport.dk



René Sloth
Vedelsgade 25, 2., 7100 Vejle
Mobil: 24 61 92 07
E-mail: res@parasport.dk

Kontor Brøndby (Region Hovedstaden og Region Sjælland)



Thomas Pedersen
Brøndby Stadion 20, 2605 Brøndby
Mobil: 51 59 72 78
E-mail: tph@parasport.dk

7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

The visiting teachers are highly trained professionals that know how to make the activity safe and inclusive and have a variety of equipment with them.

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

The practise is built on the individual competence of the visiting teachers. The activities are taking a starting point in traditional parasports but can be adapted to the class in question.

10. Communication and collaboration strategies

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

There is an expectation that the responsible teacher in each class gets inspired and examples to use in his/her own teaching (but this is not systematically pursued).

11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Each session is consisting of a theoretical part, a practical part, and evaluation in reflective groups. Goals for each session are not set, and inspiration is the main overarching objective.

Image from a training:



12. Training pathway for teachers for integrating this good practice

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs of students with disabilities 3. Take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide individualized adaptations 5. Provide social and emotional support by encouraging social interaction and peer support 6. Provide positive reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

The providers of this practise have not yet shared key insights and tips from concrete experience. To organise a visit from the guest teachers, the above listed education coordinators are contacted by email or phone, ideally several weeks in advance. If one class (up to 25 students) is to be taught, one teacher will come, and bring equipment, in the case of bigger groups, two or more teachers will arrive.

The recommended duration is 4-6 hours, but other time frames are also accommodated. Teaching over several days is also possible. The detail for each session is agreed between the school class responsible teacher and the education coordinators from Parasport Denmark in order to adapt the training to the specific circumstances. Typically, one or more teachers from the school class join the sessions as observers and assistant teachers.