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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best practice #3 - Denmark

ISCA – International Sport and Culture Association

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

Material, sports, adaptation

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. It is however targeted people with "larger" degrees of disability (with no specific definition of that)

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 resources are developed by *Videnscenter om Handicap* (Knowledge center on disability). It is a nation-wide organisation with both public and private supporters.

Their general web site is <https://videnomhandicap.dk/>, and contact details are;
 Address: Blekinge Boulevard 2
 DK-2630 Taastrup, Denmark; Phone: (+45) 46 34 00 00; email: post@videnomhandicap.dk.

3. Formal/Informal

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

The resource is suitable both for formal and informal settings.

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.

The resource is a curated set of adaptations of specific sport activities, developed as an inspiration catalogue that is easily accessible.

The title is "Sports for people with larger disabilities" (Idræt for mennesker med større funktionsnedsættelser) (Mia Maar Andersen, 2022).¹



The following sports are covered:

- Badminton
- Boccia
- Boxing
- Bowling
- Wrestling
- Dance
- Hockey
- Kin-ball
- Trampoline
- Volleyball (on)

¹ <https://videnomhandicap.dk/wp-content/uploads/2022/12/Katalog-Idraet.pdf> Mia Maar Andersen (2022); Idræt for mennesker med større funktionsnedsættelser, Videnscenter for Handicap.

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.

All the described sports are themselves variations of the original sport. For each of the sports, 3-6 tips and tricks, including adaptations and variations are provided. Below the example of badminton, with translation into English:



BADMINTON

Badminton kan være en svær teknisk aktivitet, men anvender I balloner frem for fjerbolde, så kan I trække meget af tempoet ud. I skal således bruge oppustede balloner samt badmintonketchere – I behøver ikke nødvendigvis et net. Aktiviteten kan enten laves alene, med en makker eller i en gruppe.

Alene: Se hvor mange gange du kan slå til ballonen med ketcheren, uden den falder på gulvet.

Makker: Spil ballonen til hinanden enten med eller uden et net. Se hvor mange I får. I kan gøre det til en konkurrence ved at forsøge at slå jeres egen rekord, eller ved at dyste mod andre par. Hvis I vælger at dyste mod andre par, så lad det være en indirekte konkurrence, hvor I ikke er i direkte kamp mod hinanden. Sid I stedet for ved siden af hinanden og se, hvem der spiller bolden flest gange frem og tilbage med sin makker. Indirekte konkurrencer er gode, da de giver mere ro og forudsigelighed, og det giver deltagerne de bedste forudsætninger for at lykkes.

Gruppe: Se hvor mange gangen I kan slå til ballonen med ketcheren som gruppe. Eller del banen i to og sæt en masse balloner i gang, som deltagerne skal have over på den modsatte side. Når tiden er gået, tæller man, hvilket hold der har færrest balloner tilbage på sin side.

TIPS, TRICKS OG TILPASNINGER

- 1 Badminton kan spilles både stående, siddende og liggende.
- 2 Sørg for der er nok afstand, så deltagerne ikke rammer hinanden.
- 3 Hvis det er svært at holde om ketcheren, så bind den evt. fast til hånden med noget stof eller lignende. Alternativt spil med hånden.
- 4 Har I ikke en badmintonketcher, kan I lave jeres egne ud af en gren og noget pap, eller anvende en fluesmækker eller et isoleringsrør.
- 5 Start op uden at tælle point eller berøringer. Det handler om, at deltagerne skal vænne sig til aktiviteten og finde glæden ved den.



3

Badminton can be a difficult technical activity, but if you use balloons rather than shuttlecocks, you can extract a lot of the tempo. You must therefore use inflated balloons and badminton rackets - you do not necessarily need a net. The activity can either be done alone, with a partner or in a group.

Alone:

See how many times you can hit the balloon with the racket without it falling to the floor.

Partner:

Play the balloon to each other either with or without a net. See how many you get. You can make it a competition by trying to beat your own record, or by competing against other couples. If you choose to compete against other couples, let it be an indirect competition where you are not in direct competition with each other. Instead, sit next to each other and see who plays the ball the most times back and forth with their partner. Indirect competitions are good, as they provide calmer and predictability, and this gives the participants the best conditions to succeed.

Group:

See how many times you can hit the balloon with the racket as a group. Or divide the course in two and start a bunch of balloons that the participants must get over to the opposite side. When the time is up, you count which team has the fewest balloons left on its side.

Tips, tricks and adaptations:

- 1) Badminton can be played both standing, sitting and lying down.
- 2) Make sure there is enough distance so that the participants do not hit each other.
- 3) If it is difficult to hold the racket, tie the racket to the hand, if necessary, with some fabric or the like. Alternatively, play with your hand.
- 4) If you don't have a badminton racket, you can make your own out of a branch and some cardboard or use a fly swatter or an insulating pipe.
- 5) Start up without counting points or touches. It is about the participants getting used to the activity and finding joy in it.

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.

This is a written training resource, so the foreseen people involved are the teacher/trainer(s) and the children. Specific disabilities are not addressed in the resource.

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 activities and adaptation suggestions for each sport/activity are very hands-on and written to provoke thought, reflection and adaptation, both of the activity and mode of teaching:

- Suggestions for alternatives if the normal equipment or space is not available
- Different levels of difficulty to adapt to the group (and their specific disabilities).

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 training resource is exclusively dedicated to adapting specific sport activities to a group including children with disabilities. The suggestions are therefore

carefully considered and proposed with inclusion and adaptation in mind. [Note: translation of the full resource can be considered if relevant?]

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.

The training tool is targeted teachers and trainers and thus does not foresee involvement of other parents, or other peers.

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.

The writer of the tool has not provided information on how the resource has been used and monitored in practise. In the resource itself, self-assessment is however encouraged (in translation):

The material comes with concrete suggestions on how you can approach it, but it should not be read as a list of facts. On the contrary, it should hopefully inspire how, with a creative mindset, you can make simple measures that enable participation. And remember; most new initiatives are difficult – both for participants and professionals. Let it be a joint experimental sports and movement project that you can develop together so that it becomes a fun initiative that creates meaning in everyday life. The call from here must therefore be: Try, fail, laugh, correct your approach and then try again.

The evaluation/reflection methodology is therefore not given a lot of detail in this resource.

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.

From the many recommendations in the resource, we highlight here the most generic ones:

- Some participants may not be used to getting their heart rate up so high and may therefore be startled by the fact that the heart suddenly starts pumping fast - remember to tell them that it is not dangerous, but completely normal.
- Good and loud music usually helps to both create a good atmosphere and higher intensity.
- Cheer on the contestants while they do the activity so that the intensity is kept up.
- If there are many participants, make several fields, so several students are in play at the same time. If you are a small team, make something extra out of the fact that you, as a spectator, have to help cheer on your partners.

For each sport, there are more sport-specific adaptations that can be put to use directly or assist the reflection process on how to design the activity with inclusion in mind.