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PLAY inc.

Let's all children PLAY INCLUSION





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INTRODUCTION

If you are a coach, a trainer or an educator who is in charge of children with disability and you are interested in getting useful tips in how to design new sport activities able to engage disabled and non-disabled children this booklet is addressed to you.

Moreover, if you are a parent who think that participating to inclusive sport activities can help your child to grow developing important values of cohesion together with motorial benefits, you can get more information about new Adapted Sport Activities.

Promoting the social inclusion of children with disabilities together with children without disabilities through sport activities requires a method that put the individual in the condition of having the chance to discover his potential by adapting practice modules to the timings and spaces of the given discipline.

The knowledge and skills of the coaches is then the key to a successful practice that will lead to a better inclusion and better experience for the participants, as well as a personal growth.

In order to make this possible, the general objective of PLAYINC project is to design a common approach for the implementation of adapted sports aimed at promoting social inclusion of children with developmental and cognitive disabilities together with non-disabled children up to 13 years old.

The EU project PLAYINC, coordinated by Around Sport (Italy), involved 20 among coaches and sport experts from 5 grassroots sport organisations coming from Italy (Around Sport and AiCS), Austria (CSIT), Croatia (HLA) and Spain (UCEC).

In this booklet you will find the main outputs developed during the project lifetime, but to enter in the PLAYINC Community join our platform (www.playinc.eu) that aims at becoming the main access point in which you can find all the info about the PLAYINC Adapted Sport Activities.

01

THE RESEARCH

An insight into the perspective of athletes and coaches.

In order to design adapted sport activities aimed at promoting social inclusion in sport of children with motor and cognitive disabilities together with non-disabled children (up to 13 years old), the necessary step was to listen to the voices of the PlayInc project target groups: athletes (with their families) and coaches. Firstly, the project's partners (including 16 coaches and 4 managers) carried out a preliminary discussion focusing on what, according to their competence and experience, the main needs of disabled/non-disabled children and coaches were.

The main aspects and considerations that emerged from that discussion are:

- Coaches: lack of skills and knowledge in managing of mixed groups of children with disability and non-disabled ones; lack of awareness on sport opportunities for people with disabilities;
- Children with motor and cognitive disability up to 13 years old: more barriers and less opportunities for children with disability, and less engagement in physical activity;
- Non-disabled children up to 13 years old: decrease of participation in physical activity in the passage from childhood to adolescence and lack of interest and motivation for sport activities;

Following this preliminary analysis and in order to hear the voice of the target group about the practicing and management of inclusive sports activities, four areas were identified to which the main needs of the target groups themselves were linked: Needs, Coach's Skills, Method and Platform.

The main aspects identified for each area are the following:

NEEDS

The first area focuses on what the actual needs of the target groups are, what the participants themselves consider to be their own needs. By asking the children what their needs are, and by asking the athletes families and their coaches what they thought the main needs of their children in playing sports are, it is possible to focus on what matter to them. Understanding their point of view (for example, what is more important for my child or my athlete? Social inclusion? Personal autonomy? Finding more job opportunities? Health?) makes possible to create sports activities that would take into account what the protagonists of the project think it's important.

COACH'S SKILLS

The second area focuses on the skills that a coach is called to express to promote social cohesion through inclusive sports activities. This considering both what skills the coaches deemed necessary, but also by listening to the voice of athletes and families, in observing how the coach promotes inclusion and carries out a sport activity.

METHOD

The third area focuses on the methodology adopted in the implementation of a sport activity that can be said to be inclusive. Asking athletes and their families what they think the aspects of a sport activity

that make them feel more accepted and integrated allows us to observe which aspects inclusive to them (for example, side activities that do not have to do with sporting activity strictly speaking, but they can be an opportunity to be together and create inclusion). Furthermore, listening to the coaches about how they carry out sport activities to promote social inclusion, it allows us to collect important information, ideas and different points of view, in order to collect and share everyone's contribution.

PLATFORM

The fourth area focuses on web platforms and applications in the field of inclusive sport for children with disability and non-disabled children that the target groups could use. Collecting valuable information about it, about the main services that they use, can be useful in creating a platform that meets their needs.

*"Every team sport promotes social inclusion, health, but also independence and responsibility towards oneself, teammates and training equipment."
(Parent of an athlete's answer)*

*"The 3 main needs of children with disabilities or mixed groups of children when they practice sport are customized exercises, good communication with the trainer, involvement in all exercises"
(Coach's answer)*

*"Three things that my coach does to make me feel well when I play sport with other children are a good training session, that he makes me laugh and that trains with me" (Athlete's answer)
"Three things that my child's coach does to promote social inclusion are socializing, support and praising"
(Parent's answer)*



1.2

MAP OF THE NEEDS

survey and results

The partners of the project designed together a survey that could detect and map the needs of coaches, athletes and their families.

This strategy enabled the project to:

- Build a methodology that is shared and aimed at promoting inclusion.
- To map the needs of the target groups regarding the practicing and management of inclusive sports activities (children with disabilities / non-disabled children).

This survey has delivered through the design and distribution at national level by each partner of two questionnaires that were built to collect information and elements about the four specific areas described ahead: Needs; Coach's Skills; Method; Platform. In the end, this survey provides a valuable insight, at EU level, about which needs are important to meet in the field of sports for the social inclusion of children with cognitive and motor disabilities together with non-disabled children.

The map of needs that was traced, area by area, revealed the following facts:

NEEDS

- Improvement of the children's health, by having fun, developing social skills and learning to compete .
- Implementation of a right approach towards athletes. An approach based on self-confidence, motivation, integration, being valued and the need to have friends.
- The setting up of an inclusive environment that focuses on socialization and fun during practice to target sense of belonging.
- The importance of a balanced and inclusive environment through customized exercises with a synergy between individual approach (in order to organize and adapt practice according to the specific need) and the group activities
- Group practice in small groups with similar capabilities promote sense of belonging, socialization and friendships; on the other hand, individual approach is more oriented towards improving physical well-being and allow direct communication between coaches and athletes (which is considered necessary approach for meeting their needs)

COACH'S SKILLS

- The importance of relationships between athletes and coaches through various aspects (like communication, motivation and assistance during practice, encouragement and praise) :
- The creation of adapting environment and practice towards specific group's needs, relationship with athletes: positive reinforcement, motivation, support with mistakes and adaptive exercises for athletes with disabilities, the encouragement and the ability to continually invent new games.
- To know how to design activities for all players, show motivation, are attentive to all players, encourage inclusion, adapt the rules to the team, during training sessions.
- The necessity to train the coaches to managing a mixed team and adapting sports for all young people, focusing on soft and professional skills.

Soft skills: to maintain quality communication and relationship with athletes.

nal skills: to adapt practice and create adequate environment according to specific athlete or group.

METHOD

- The importance of adapted sport activities with mixed group (disable children with non-disable children) , in addition to being able to find motivation, friends and to socialize;
- To focus not only on physical performance, but also on teamwork,

socialization and enjoying the game.

- People with disabilities show the same responses as players without disabilities: the friends, the desire to win, to feel accepted, to share, to learn and to grow as a person. Sport with mixed groups spotlight to marginalized group in an environment without boundaries
- To develop opportunities to be equal in participation in order to promote independence and help in the group, socialization, joy and general acceptance.
- Cooperation between families, athletes and coaches together.
- Promotion of all the side-activities that enhance grouping and group activities: traveling, matches, socialization activities, workshops, parties, tournaments, conferences, dinners, activities open to all people.
- Creation of the "be part of a team" atmosphere: sharing mixed sports with all administrations, teams, and the rest of society.

PLATFORM

- About the fourth area, families and coaches added different web links. Each link allows access to information on inclusive sports events or entities that develop inclusive sports.
- Not so many participants are using web-based services: the most frequently used platform is YouTube, e.g. to research new elements for trainings.
- The web is considered as the most useful tool to enhance and support coaches work and athletes experience.

"All the activities are design to be performed by everyone in their capacities, no special complicated equipment is required to perform the activities, everyone has to use the same uniform, everyone is part of a team during games and everyone trains with everyone during partner activities"
(Coach's answer)



02

INCLUSION OVER THE NEEDS

PlayInc Key Aspects and Adapted Sports Activities

The analysis described above enabled us to have a clear view on the main needs of coaches, families and athletes. Now the step forward was to design a common approach for the implementation of adapted sports that could meet the main needs emerged from the questionnaires for each area, which respond to the needs of the community as well.

This work has been done by designing common criteria to select and adapt sport activities aimed at promoting social inclusion between children with motor and cognitive disabilities and non-disabled children, we called these common criteria: the PlayInc Activities Key Aspects.

According to what we shared and commonly produced, it was possible to extract the 5 most important key aspects for each area, that the PlayInc sport activities should have: a sport activity, in order to be considered inclusive, should be based on these aspects. Also, existing activities could be adapted to these key aspects, finding inspiration to implement them and promote their inclusive scope.

Needs

- Training for coaches;
- Put everyone in a position to express their full potential;
- Harmonic growth of technical-motorial-emotional-cognitive skills of the athletes and the group;
- Create a sense of belonging, focusing on the values and the roles that every person involved in the activity could play to promote inclusion;
- Inform families about the importance of inclusive activities.

Coach's Skills

- Creativity: the ability to create and adapt (exercises, games)
- Education/Knowledge about sports for able-bodied and for people with impairment;
- Motivation: the ability to motivate themselves (without motivation one can't start searching/educating themselves); the ability to motivate the athletes;
- Team Management: manage heterogeneous teams (able-bodied/impaired athletes); manage relationships with families; management and coordination with society (partners, authorities etc.);
- Communication skills.

Method

- Inclusion as normal: select for heterogeneity, not for capacity;
- Inclusion is learning with fun;
- Sport with adapted rules with common goals in which all participants involved will reach the objective;
- Ratio between non-disabled and disabled children;
- Promote a training apart – at least 1 dedicated to non-disabled children.

Method (side-events)

- Events designed to be accessible to all participants (including PWID);
- Emphasis on participation and togetherness, not on competition;
- Focus on promoting equal access, socialization and health;
- Enhancing the abilities and potentials of all participants;
- Creating environment based on fun and joy.



2.1

THE ADAPTED SPORT ACTIVITIES

The **PLAYINC Sport Activities** are inclusive sport activities aimed at promoting inclusion between children with disability and non-disabled children (up to 13 years old).

All these activities share the same method that enables them to be really inclusive. In fact, these sport activities originally come from "classic" sport disciplines but they have been adapted in order to meet the needs of coaches and families that have been directly analysed during the project. In other words, the activities follow the main criteria build during the project that we have reported above: the PLAYINC Key Aspects.

For this reason, you can know more about these activities through the detailed descriptions below, but you can also get inspiration to design new adapted sport activities in your sport clubs or organisations following the PLAYINC approach.

Here you can find out 4 of the 16 PLAYINC Adapted Sport Activities, 1 from each country. You can discover the other ones on the project's platform:

www.playinc.eu.





2.1.1

HLA's Adapted Sport Activity:

INCLUSIVE TENNIS

BRIEF DESCRIPTION

Inclusive tennis activity is an semi individual approach in which coach is dedicated to only 2 or 4 participants – 1 or 2 non-disabled and 1 or 2 disabled child under age 13. Activity is composed as a tennis training program in which coaches teaches participants basic tennis elements in a pace according to their capabilities. Activity can be carried out on a tennis court with only tennis racquet and tennis balls needed. Specifics of the inclusive activity is that coaches conduct the training for non-disabled and disabled children at the same time. The benefit of such training is that participants communicate together and create an inclusive environment but also non-disabled children can help coaches in demonstrating and educating disabled children. Depending on the capabilities and potential of the participants, coach can create and modify exercises to ensure harmonic growth of technical-motorial-emotional-cognitive skills of the group.



1. CONTEXT AND NEEDS

Inclusive tennis puts all participants in a position to express their full potential. Since training exercise is for both children with and without disabilities, the benefits are manifold:

- Children with disabilities have equal access and with help of children without disabilities can more easily perform basic elements of tennis
- Children without disabilities gain a sense of awareness of the needs of children with disabilities and are able to help them in achieving their potential
- Both children with and without disabilities experience growth of technical-motorial-emotional-cognitive skills within their capabilities
- Coaches skills improve in creativity (ability to create and adapt exercises to a specific group) as well as knowledge about sports for able-bodied and for people with impairment

2. ACTIVITIES AND RULES

Activity is performed as a training program in 4 parts: warm-up, main part A, main part B and friendly match. In all training exercise non-disabled children perform first in order to demonstrate the element to disabled children.

Warm-up – participants run the lines of the tennis court to warm-up. Coach can determine how many laps will be ran according to the group and individual possibilities.

Main A – each participant holds its racquet in their dominant hand face-up, like a frying pan, and have them place a tennis ball on the face, or strings of their racquet. Then, have them slowly start moving the head of the racquet up and down until the ball begins bouncing on their strings. Once it starts bouncing, have them keep it bouncing for as long as possible.

Main B – simple forehand and backhand stroke exercise in which participant toss the ball from their hand to the floor and after it bounces, they need to hit the ball to the other side of the court. For non-disabled children, an upgrade to exercise can be added if coach throws the balls instead as it is more difficult because participants need to start judging ball speed, move their feet a little and focus on their timing.

Friendly match – a friendly match in pairs in which each pair is consisted of non-disabled and disabled children. Since playing regular tennis match may be too difficult, in inclusive tennis match the goal is to have as many pass exchanges as possible between the two teams. There are no winners as the focus is on togetherness, not on competition

3.LOCATION, ENVIRONMENT AND EQUIPMENT

Location: Outdoor/indoor tennis field
Equipment: tennis racquets, tennis balls

4.METHOD

The main method of the activity is in coaches' creativity in adapting training exercise and to motivate participants to engage in sport activities. By having an individual approach coach, by adapting exercise, puts every participant in a position to express their full potential and also enable increase in technical-motorial-emotional-cognitive skills. Coach is in constant communication with participants which motivates both disabled and non-disabled children and enhances them to feel relaxed with a sense of belonging.

Both disabled and non-disabled children have the best possibility to increase their

skills through individual approach and at the same time they communicate together while performing exercises, learn from each other and learn new skills while having fun.

Also, there is no competition in exercises which makes the emphasis on participation and togetherness, not on competition with focus on promoting equal access, socialization and health.

5.SIDE ACTIVITIES

Activity should include parents as well so side activity is focused on tennis exercise played between parents and children after the main activity. In the side activity children can show their parents what they have learned during the activity through a simple exchange in passes between parents and children. Both child and parent have a tennis racquet and they are 20m apart and the goal is to exchange as many passes between participants. There is no net required like in main activity so the side activity can be carried out anywhere in outdoor as long as the surface is flat. Also, at break between the exchanges in passing they need to discuss what they liked about the training exercise with the coach. With side activity parents will be aware about the importance of social inclusion and integration of children in sport. It will improve communication skills between parents and children (both non-disabled and disabled children).

6.TARGET

Non disabled children under age 13 – 1-2 players.

Disabled children under age 13 –1-2 players.

Tennis coaches and associates from sports organizations – 1 coach

Parents

7.IMPACT

With the semi-individual approach non-disabled children, apart from performing training exercises, become educators, motivators and facilitators to children with disabilities so they become more aware about their needs.

For children with disabilities added value is in making new friendships and bonding through an individual approach with both coaches and other participants.

Coaches learn more about the needs of children with disabilities and gain experience on creating and adapting inclusive tennis exercises.

With side activities parents spend quality time with their children which not only benefits to their relationship, but improves their health as they also exercise by playing tennis with their children.

HOW THE SPORT ACTIVITY MEETS PLAYING KEY ASPECTS

Inclusive tennis meets key aspect by promoting a tennis training in which 1 coach is dedicated to 1-2 children with disabilities in a semi-individual environment. In such environment coaches can focus more on the needs of participants and allows them to express their potential. It also has more benefits to their technical-motorial-emotional-cognitive skills than practicing sport activities in group as well as it creates a sense of belonging as the approach is more intimate.

For coaches it improves creativity in creating and adapting activities and they can modify exercises and according to participants potential. Coaches learn new methods about sports for able-bodied and for people with impairment with experience in practical approach in working with children and children with disabilities. In individual approach they improve their motivation skills as well.

Side activities are beneficial for both parents and children as it puts emphasis on participation and togetherness, not on competition but also creating environment based on fun and joy.



2.1.2

CSIT's Adapted Sport Activity:

INCLUSIVE VOLLEYBALL



BRIEF DESCRIPTION

While other sports tend to focus on strength in duels and individual assertiveness, the emphasis in volleyball is very much on teamwork. The diverse volleyball-specific forms of play are unique and have a high value for the development of various socially desirable characteristics in the development of the individual personality. The essential characteristics, which cannot be found in this form in any other (ball) sport, have without exception a positive effect on the development of central character traits, which are required far beyond the actual game in all areas of successful and satisfying communication in society. This orientation thus directly favours personality traits in a playful way, which are also expected of modern professionals and managers in their later working environment but are also valued in the private sphere among good friends.

Basic rules:

Volley is a sport played on a flat surface divided into 2 courts by a net. The courts are delimited by sidelines.

A rally (or point) is won from one team if:

- The ball touches the opposite court inside the sidelines, the opposite team commit a foul (i.e., do not respect the touch's alternance rule, send the ball out of the sidelines).
- The rally starts by the service (only from the bottom) of one athlete behind the service line: the team that won the last rally have this right.

The match is won by the team that won the major number of points gained till a deadline time (to be determined).

1.CONTEXT AND NEEDS

This activity is adaptable to different formula, well balanced in enhancing different skills and easy to play. We want to put everyone in a position to express their full potential and allow a harmonic growth of technical-motorial-emotional-cognitive skills of the athletes and the group.

The aim is to create a sense of belonging, focusing on the values and the roles that every person involved in the activity could play to promote inclusion. The families can be informed easily about the importance of inclusive activities.

2.ACTIVITIES AND RULES

Only determined and simplex touches are allowed to get the practice useful by everyone, with or without disabilities.

Every component of a team should touch the ball only once time before sending in the opposite court.

We consider different techniques to play the ball:

1. punch hit (Superman blow)
2. back of the hand hit
3. stirrup arm strike (duck hit)
4. bagher
5. head hit
6. foot hit
7. handset

We suggest considering the block as not allowed.

There should be a gradual upgrade of the level of the game, and we can consider different phases.

The 1st phase is indicated for beginners with basic skills:

In this phase the coach can let use only one technique (chosen by observing the basic skills of each athlete), maybe considering different techniques from each child.

It is suggested to have no limit for the number of team's hits.

The 2nd phase is for average players with advanced skills:

The coach suggests 2 or 3 techniques related with the level of players.

Is suggested to fix a limit for the number of team's hits: the coach can fix a minimum or maximum number of team's hits.

The 3rd phase is for expert players with fully developed skills:

In this phase there is the use of all the different technical gestures.

The peculiarity in this phase is that every component of the team must use different technical gestures from the team's mates during a team's rally.

Is suggested to have a minimum and a maximum limit for the number of team's hits.

3.LOCATION, ENVIRONMENT, AND EQUIPMENT

Location: We can use different playgrounds like volleyball and beach volleyball courts, inside a closed arena or outside in open space. We can also adapt into different environments or surfaces (like over a grass field).

Equipment: The minimum equipment are 2 poles with a net, sidelines all around the court and a ball. The net height and the ball size and weight can be adapted to the players age and abilities.

4.METHOD

As mentioned at the beginning, volleyball is a special sport that strengthens social values like hardly any other. This offers the perfect conditions for implementation in the disability sector.

The adaptability to the respective skill level and degree of disability is the greatest strength. As soon as all players are optimally challenged, fun is created, which results in an inclusive atmosphere and brings the children closer together.

From a sports science point of view, this load brings optimal structural and cognitive adaptations. So, body and mind are trained.

5.SIDE ACTIVITIES

We can involve children and families in simple trails across a close park (or an adjacent urban green area) with the recognize of plants and animals. We can teach the use of hiking charts and compass and the basic skills to survive in wild areas. We can organize children and families in different groups in a fun game with the use of basic orienteering skills. This empathies team's work and sense of belonging.

After a competition day we can organize a party with the organization of a barbecue and the partition of duties and tasks (collection of wood, ignition of fire, selection of what to be cooked, cooking, set up of table and seats, etc.). This empathies the team's spirit and the sense of belonging.



6.TARGET

Events are designed to be accessible to children of all ages and abilities (including PWID).

This activity is open to all children, also considering people on wheelchair (for the sport activity over a solid surface).

7.IMPACT

The focus is on participation and togetherness, not on competition.

We want to promote an equal access, socialization, and health; enhance the implementation of abilities and potentials of all participants.

Sport and side activities aim to create an environment based on fun and joy.



HOW THE SPORT ACTIVITY MEETS PLAYING KEY ASPECTS.

The rule that allows the players to touch the ball only once during a team action with different techniques from other team's mates want to create inclusion and the overall vision of the game of other teammates stimulate the players to help each other in the spirit of teamwork.

The different levels of play, suggested by the coach, meet the aspect of considering the skills of the children and put everyone in a position to express their full potential.

This sport activity is based on a harmonic grown of technical-motorial-emotional-cognitive skills of the athletes and the group.

The different formula of the activity stimulates creativity and the ability of coaches to create and adapt exercise and games.

Training can be apart, with dedicated exercises dedicated to disabled and non-disabled children.

This sport activity includes adapted rules with common goals in which all participants involved will reach the common objective.

Location and environments of the game are designed to be accessible to all participants (including PWID).

In general, the focus lies on promoting equal access, socialization, and health.





2.1.3

Around Sport's Adapted Sport Activity:

HANDBALL

BRIEF DESCRIPTION

Handball is a team sport, where 14 athletes play in a field, 7 for each team, composed of one goalkeeper and 6 players (1 or 2 players with disabilities in each team). On the bench there are up to a maximum of 9 players reserves available to the coach. The goal is to score as many goals using your hands.

Game changes are flying and unlimited and the disabled player can only be replaced by another disabled player (during the game there must always be a player with disabilities). Goalkeeper must be a player without disabilities.

1.CONTEXT AND NEEDS

Handball is a sport that allows everyone to express their full potential. The ability to control the ball with one hand and being able to dominate it returns the individual great security.

It's a team sport where the goal, easily accessible, of making goals with hands makes the discipline is very engaging. The boy feels pleasure in making goals.

The simplicity of the game allows you to keep up the rhythm including disabilities. In this way everyone becomes fundamental to the achievement of the common result.

2.ACTIVITIES AND RULES

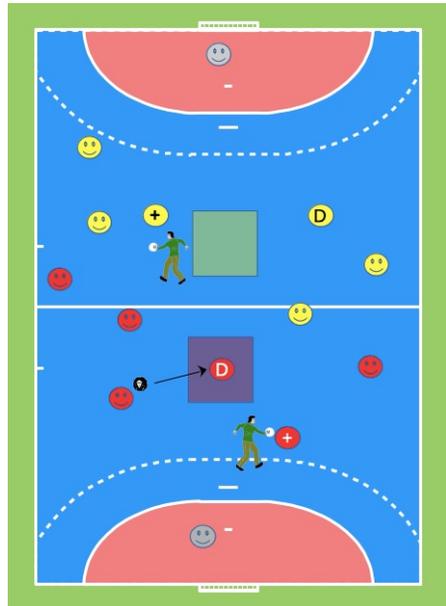
Simply handball develops in 3 moments:

Play match "The castle"

Rules:

Inside the castle (2/3 met x 2/3 met in the middle of the field made of 4 cones) there is a jolly player that must receive the ball before the goal (see picture). In the castle there is only the jolly, and can not enter other players. Thanks to this rule, when the disabled becomes the joker, is involved emotionally into the match

All players in turn can be the joker.



Play exercise "colored goals"

Rules:

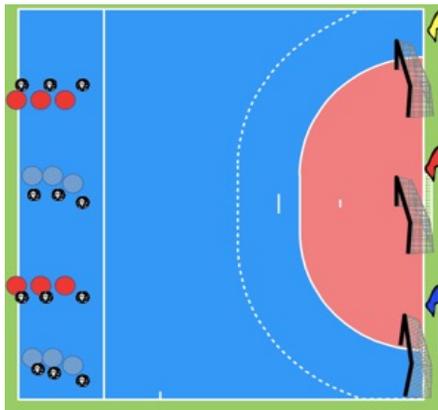
The game lasts 10 minutes.

Each athlete chooses a partner, non disabled or disabled child, creating many pairs in order to help each other.

Disabled player wins 1 point every time he makes a goal in the goals of the color called. The player without disability wins 1 point every time he scores before the opponent.

Conduct: At the start the players run with the ball near their feet trying to make goals in the goals of the color called.

Score: At the end of the 10 minutes, the team that scored the most goals wins. The team that wins the game gets 1 goal. If the two teams tie, they get 1 goal each.



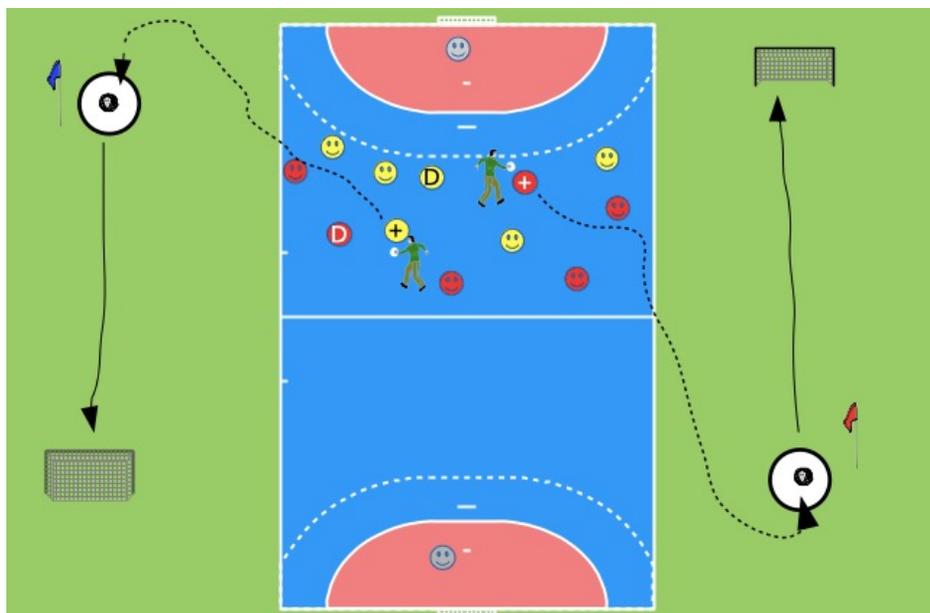
Gioco Partita "Simply Game"

Rules: The match lasts 15 minutes.

Each team consists of 7 players, of which 1 player with disabilities (6+1). The player with disabilities will have to be involved in the game using educational strategies. Sometimes it is necessary to have an educator who supports the athlete.

Conduct: During the match, at the auditory or visual signal, both athletes (+1)

leave the game and reach the path next to the field. Here they'll have to run with the ball near their feet and score a goal. If the athlete makes goals will be counted in the final goals of the match. Every 3 minutes the signal is given to the player (+1) for a total of 4 moments to involve him.



3.LOCATION, ENVIRONMENT AND EQUIPMENT

Internal or external field.

The handball ball, two goals with the net (the net is important for the emotional aspect) Cones, tunics, obstacles, circles for exercise.

4.METHOD

- Include in each team a maximum of 1 or 2 athletes with disabilities
- Obliquity: all athletes must experience the perception of psychophysical well-being of motor activity. Each athlete must have the opportunity to train to the maximum of their potential and live the moments of slowing down as wealth For example: during the simply game the player can make a goal both in the game and when he is called in the play exercise on his own
- Equity: create exercises where the final gratification is present for all. For example: the coloured goals allows each player to make the baskets on their own
- Tool: use the game in all its aspects as a main learning tool (G.M, G.E., G.S, G.M.)
- Create an extra workout only for non disabled children to lower the emotional commitment of the player and give more freedom during the match. This helps to have a greater predisposition to the inclusive game
- Sharing the sporting and social goals of the inclusive path with staff, society and families

5.SIDE ACTIVITIES

- Matches with other teams with a moment dedicated to the inclusive game to make other teams live
- Parties and sporting events where non disabled and disabled children collaborate andwork together to realize the event
- Cultural conferences of education to inclusion

6.TARGET

Males and females from 8 to 13 years

7.IMPACT

Exponential growth of:

- Emotional intelligence (empathy)
- Know how to manage the needs of the disabled player
- Mathurity (both of non disabled and disabled children)
- Happiness and satisfaction

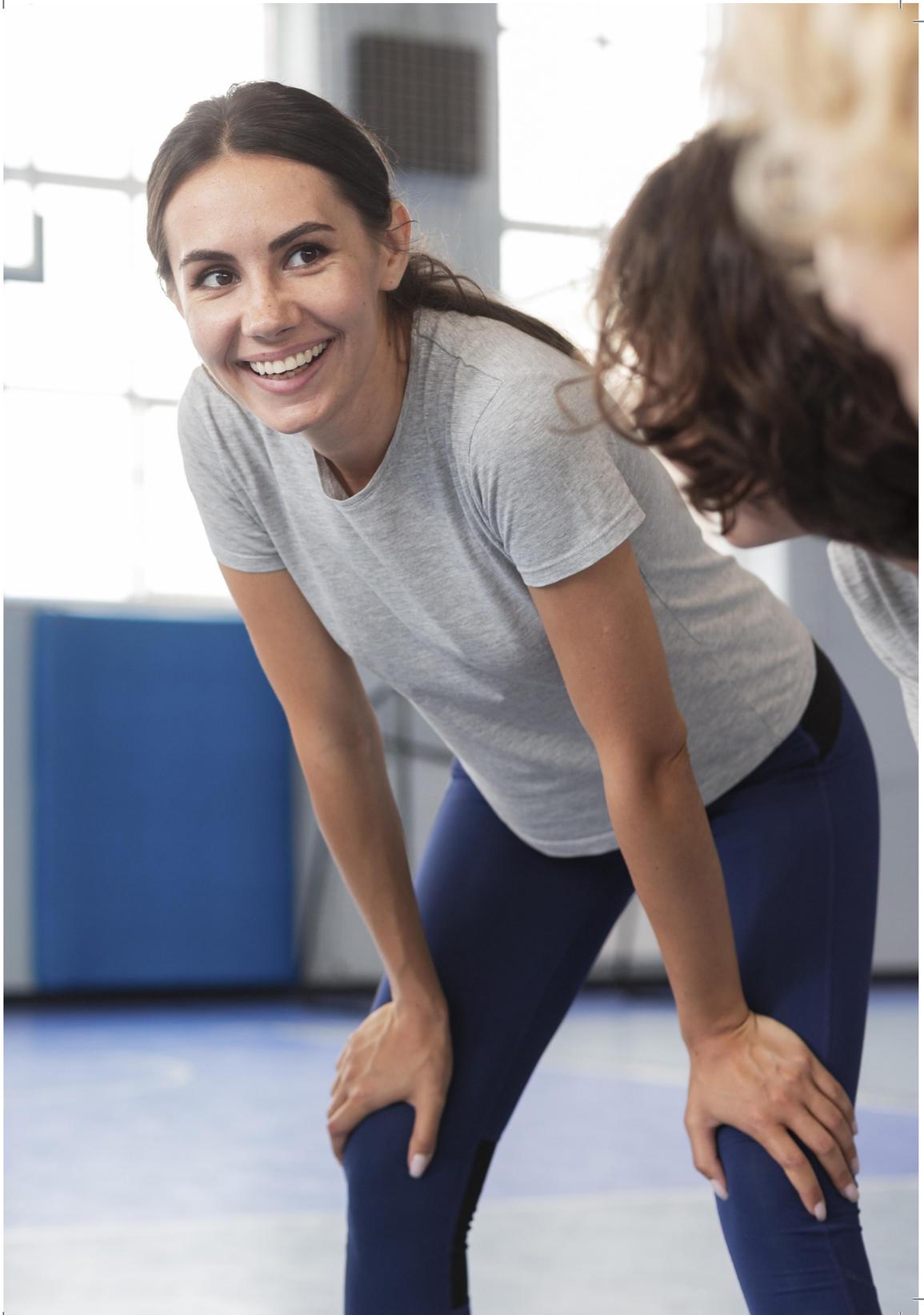
Increased sensitivity in collaborative actions by athletes during the match. Lowering moments of aggression. Fair Play.

How the sport activity meets PLAYINC Key Aspects.

Simply handball allows everyone to express their potential allowing an increase in technical-tactical, emotional-cognitive, motor and partner skills of the individual and the group.

Thanks to the rules are involved all participants always keeping high energy in the play and this determines the sense of belonging to the team. The coach can creatively manage the heterogeneous group with simple rules and strategies. The ratio between the number of disabled and no disabled people allows everyone to have successful experiences having fun.

Collateral activities promote and demonstrate that you can include child with disabilities with child without disabilities without having to change the rules of the game too much and guaranteeing to all a training, engaging and fun sport practice.





2.1.4

UCEC's Adapted Sport Activity:

INCLUSIVE SWIMMING

BRIEF DESCRIPTION

Swimming allows the interaction of athletes with disabilities (physical and mental) and athletes without disabilities. Learning to swim is important for all children. The activity serves to work a sport that is individual in a group.

Swimming is very important for the physical development of children and young people. Swimming allows the interaction of all participants without distinction. It creates group bonds and helps to socialize athletes.

In addition, an inclusive space is created within swimming that currently does not exist. There are no swimming teams where people with disabilities have their place and their sports space. For this reason, we offer a sport that may seem individual but is also collective.

1.CONTEXT AND NEEDS

(Why do I want to propose this sporting activity? What need would I like to address?)

We want to develop the activities in an aquatic environment.

There are currently no inclusive activities in municipal swimming pools or swimming teams. We propose different activities that must be developed within a pool. The activity focuses on three phases:

1. Initiation and learning in a water environment: Athletes learn the basics of swimming.
2. Jump to the competition pool: After three sessions, athletes learn to jump, swim and properly perform the exercises in the competition pool.
3. Control and evaluation of concepts: The activities developed in phase2 are analyzed and evaluated.

The first phase should be developed in a children's pool where coaches can teach the activities and maintain control of the athletes. The next two phases must be developed in a competition pool so that athletes lose their fear, feel safe and can develop their skills. Importantly, there should be 4 or 5 coaches per session.

Swimming meets the needs of Playinc in harmonious growth of the technical-motorial-emotional-cognitive skills of athletes. People with disabilities tend to have social and physical problems (overweight). For this reason it is important to offer and cover this need.



2.ACTIVITIES AND RULES

(what do I want to do?)

We want to develop group and individual activities for the inclusive team of swimmers. The activities are learned with many repetitions and always with a control of the coaches.

The activities are:

- **Basic learning of the elements and movements of swimming:**
The coaches show the basic movements that must be performed in order to develop swimming and avoid injuries: movement of feet, arms, etc.

RULES: This activity must be developed in several sessions and controlling that the movements are made.

- **Varied games:**
Athletes play in groups of 4 in the paddling pool to exercise their motor skills. Use materials such as rings, irons, glasses, etc. It is important that the groups play and every 10 min change their activity.
- **RULES:** In each game there must be a coach to control the groups.

3.LOCATION, ENVIRONMENT AND

EQUIPMENT (Where do I want to get to?)

The activity should be developed where there is a small pool and a competition pool.

For secondary activities nothing else is required because they take place in the same place. The environment should be calm because athletes can hear and understand all the comments of the coaches.

To work all the activities only the aquatic material of shovels, rings and plates is required.

The activities:

- **Basic learning of the elements and movements of swimming:**
It does not require any material. Just plan the movements they need to learn in each session. Breaststroke, crol, feet, etc.
- **Varied games:**
The play material is varied. Rings, shovels and plates so that athletes can perform motor games.

4.METHOD

(How do I want to do it? What are the peculiarities of the method?)

The activity is designed to make accessible to all athletes the importance of knowing swimming and its advantages. A small pool and a competition pool are needed to develop the activities. It is important that coaches are clear about the rules of each exercise. The evolution of the athletes can only be understood if there is a control by the four coaches. For their part, they must manage the teams and motivate them for activities.



The work methodology must be inclusive following the bases of Playinc cohesive the team working on inclusion by selecting by heterogeneity and not by capacity. For this reason, you must work following the three phases:

1. Initiation and learning in a water environment: Athletes learn the basics of swimming.
2. Jump to the competition pool: After three sessions, athletes learn to jump, swim and properly perform the exercises in the competition pool.
3. Control and evaluation of concepts: The activities developed in phase2 are analyzed and evaluated.

From the methodology, the skills and potentialities of all athletes can be improved. Each player will learn and develop the skills at a different pace.

- The exercises are designed to be accessible to all players on the team. For example: Learning to swim is done equally without any distinction. This fact makes everyone feel part of the group.
- Water games allow them to improve their motor skills, companionship and learning to swim. For example: The games of throwing rings at the bottom of the pool helps them gain confidence in the sport.

5.SIDE-ACTIVITIES

(specify which secondary activities it offers)

Secondary activities allow players to unite and create bonds beyond sport.

- **Prepare the material**

Before each session a group of athletes met to prepare the material of all the companions. This creates a sense of responsibility and group cohesion.

RULES: It is important that everyone attends 15 min before each workout.

- **Family swimming**

One training per month the parents will train together with the athletes for 1 hour.

RULE: Athletes will teach what they have learned to their parents and together they will share the training exercises.

6.TARGET

(Who is the activity aimed at?)

The activity is aimed at athletes from the age of 10. It is important that the teams are made up of 20 athletes. For this reason the coaches will be 4 in each of the sessions to be able to control and evaluate all the players. It is essential that people with disabilities who are part of inclusive swimming are people without any physical problems.

7.IMPACT

(What is the added value of participating in this activity?)

The activities proposed above have a very important added value. In Catalonia there are no inclusive swimming teams for people with disabilities. This sports space is not covered and there are many people who want to practice it. For this reason, the added value is not only the sports improvement but the social improvement of the swimming teams.

Players improve their motor skills in an aquatic and different environment. Families are informed of the importance of swimming and the improvement of their sons and daughters.

How the sport activity meets PLAYINC Key Aspects

Inclusive swimming links players with coaches and families. This activity allows families to share the sport with their sons and daughters. It covers a sports space that for families is very important. The methodology works with actions to develop motor and technical skills.



03

PLAYINC PLATFORM

A first step to an inclusive sport community

The project PlayInc has been the occasion to implement a web platform that is not only a showcase of the contents developed during the project, but it aims at being an easy access point to discover all the inclusive sport activities developed according to the PLAYINC approach.

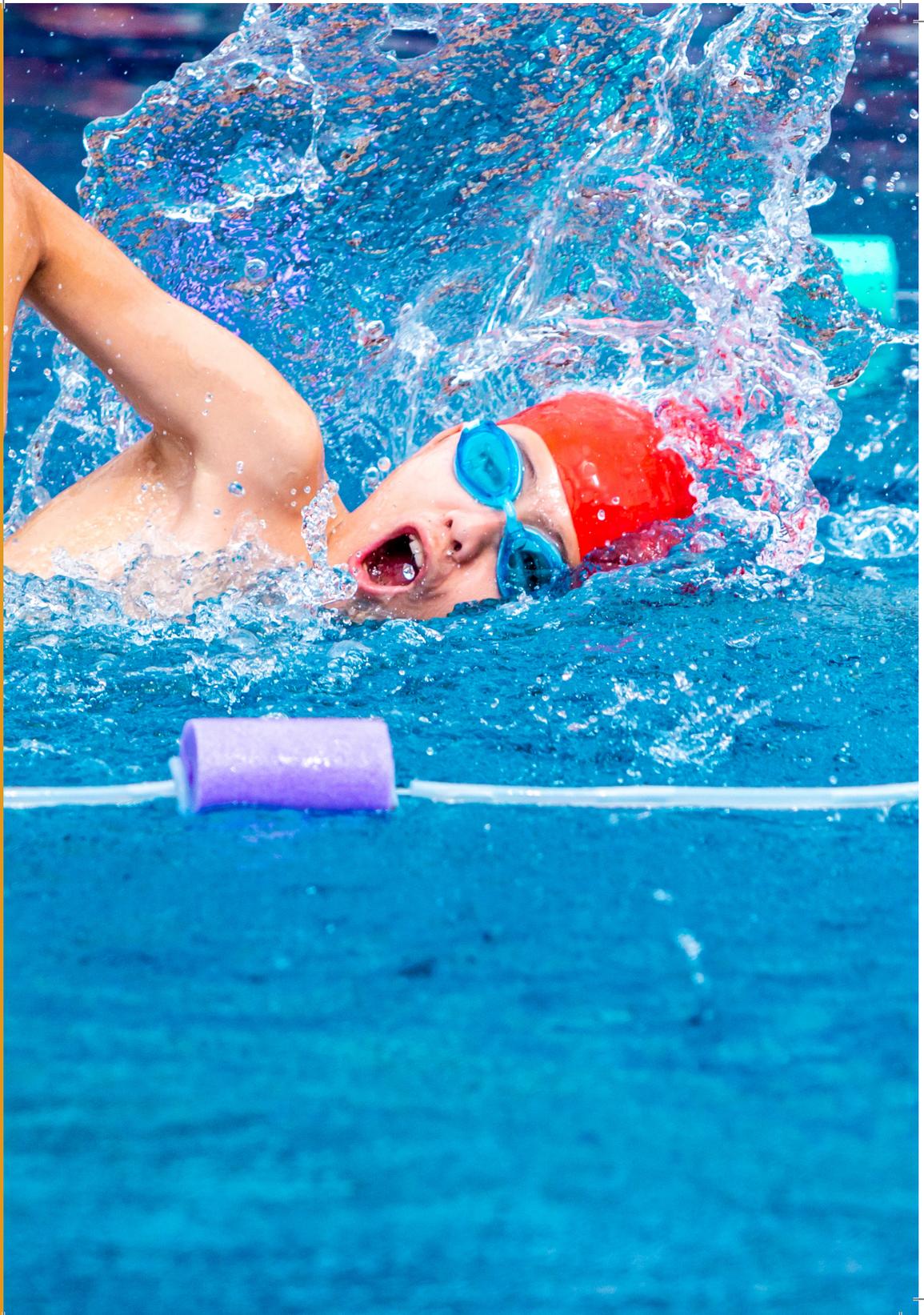
The functions of the platform have been designed as a first step to establish a European community within the framework of inclusive sport activities.

If you are coaches, managers, teachers or instructors of grassroots sport organisations who are interested in promoting sport activities addressed to children with disability and non-disabled children up to 13 years old, you can find whatever you might need in order to understand how to adapt sports in order to allow an effective inclusion.

But, if you already carry sport activities according to this objective, you can also disseminate your inclusive adapted activities through the platform. This is possible using the “send comment for contribution” plug-in that you can find at the end of each PlayInc sport activity.

If you are a parent and you are interested to give your children the opportunity to play the real values of inclusion, friendship and respect through sport, you can easily find the activities and learn more about them. Moreover, the platform has a specific plug-in to send feedback, comments or to request information about the sport activities. This function will start up a European a community composed of coaches, managers and parents interested in this topic.

Go to **www.playinc.eu** and be part of the family!





PLAY INC.

