



**Sport
Empowers
Disabled
Youth**

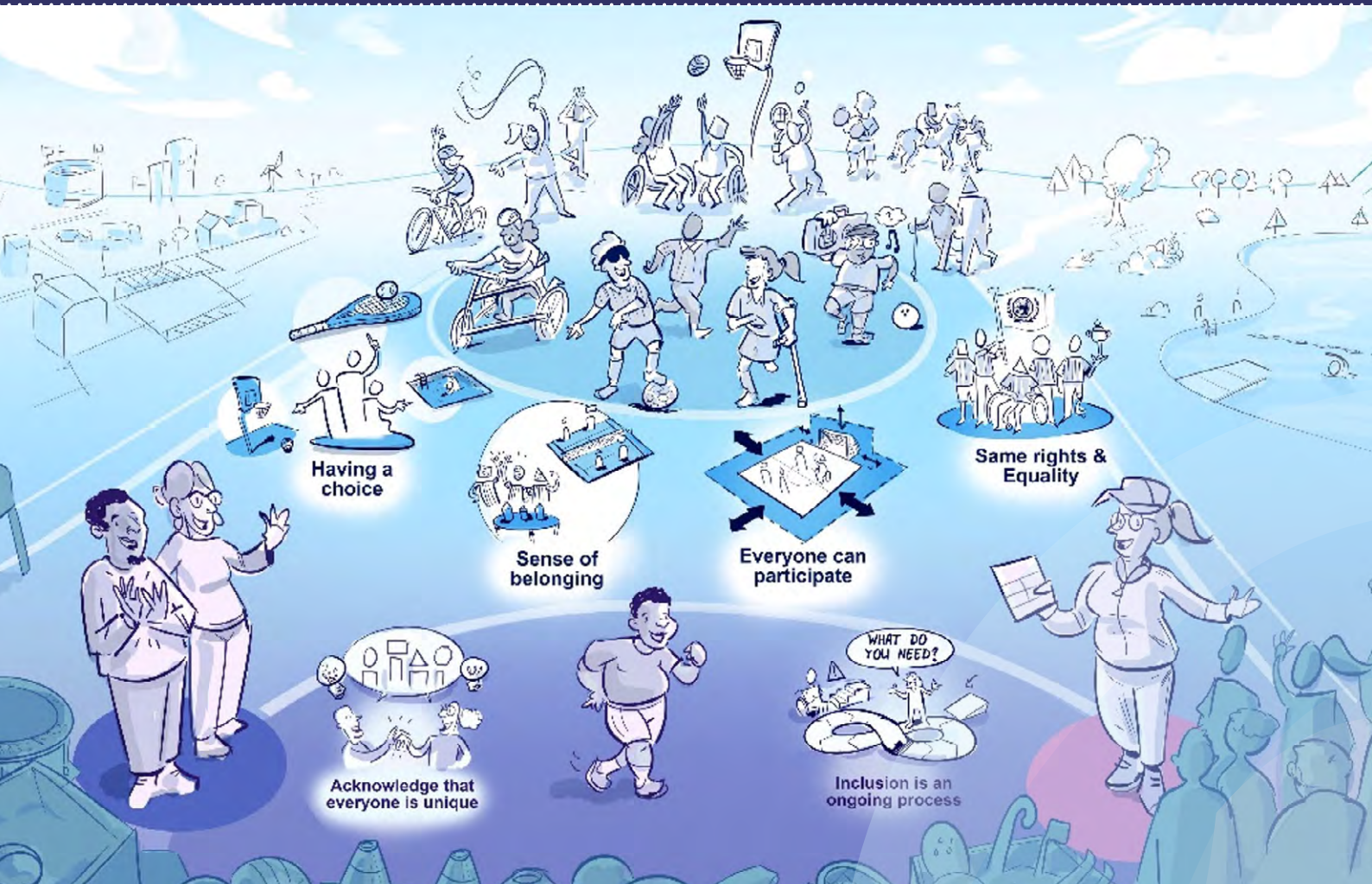
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SEDY2 project

Educational material toolkit - For educators

Virpi Remahl, Afke Kerkstra, Peter Downs & Vera Dekkers



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SEDY2 project – Educational material toolkit 2022 - For educators

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1. Introduction

The SEDY2 project is a three-year follow-up project (2020-2022) funded through the European Union (Erasmus+). The goal of the project is to encourage inclusion and equal opportunities in sport for children and youth with disabilities. The project is coordinated by the Inholland University of Applied Sciences. It has eight partners from across four countries (Finland, Lithuania, Portugal, the Netherlands) and one European umbrella organisation (the European Network of Sport Education). For more information, visit [the project website](#).

This toolkit is aimed at people involved in educating students or volunteers on inclusion in

sport for young people with disabilities, who are managing, working in a sports club or involved in the development of sports policy. They could be a volunteer, a coach, a club member or a policy maker. Inclusion in its simplest form is defined as the state of being included. In an inclusive club, every participant is welcomed, accepted, and feels that they belong. However, the needs of young people with disabilities are often unmet. Young people with disabilities have fewer opportunities to participate in quality sport activities. The goal of this toolkit is to support educators to facilitate and promote disability inclusion among mainstream sport providers through education, using the educational materials and sharing best practices and inclusive ideas from SEDY2 project.

2. Presenting the toolkit

This toolkit is composed of two components that work together. They are intended to provide the best teaching/learning experience through:

- Video description, learning outcomes, questions and related resources;
- Guidance for educators.

3. Educational material

The educational material consists of [four videos](#) which can be used as stand-alone learning material for people who want to know how to become more inclusive in their sport setting. Each video has specific learning outcomes. Learners are required to answer questions during the videos to check for understanding. This is done with the H5P tool to ensure there is interaction with the learner. At the end of each video there are some reflective questions for the learner which can be used on their own, but also in classroom settings. The second part of this document consist of suggestions and idea's how to use the videos. It will give educators some ideas of group work, workshops or reflective tasks for your students.

Videos

Chapter 1 – Inclusion statements

At the end of this chapter, you will have a good understanding of Inclusion statements and how to apply to your context.



This video shows the perspectives of youth with a disability, their parents and sport professionals on inclusion in sport. These are the results of our SEDY focus group study in Finland, Lithuania, Portugal and The Netherlands.

Questions + H5P Quizzes (TRUE or FALSE)

1. What does it mean to have a choice in sports?

- Everyone must do everything – FALSE
Answer: It is important to give children with a disability the opportunity to try out different sports and make their own choice. This includes the right to NOT participate.
- Having the opportunity to decide what and where to play – TRUE
Answer: It is important to provide young people with a disability the opportunity to try new sports and activities.

- Coaches knows best what is good for children – FALSE

Answer: Children with disabilities want an option and chance to explore what suits them best.

2. What does it mean to have a sense of belonging in sport? (multiple answers possible)

- Sport helps people work together and be together on and off the court – TRUE
Answer: Sport helps bring people together in many ways, through playing and being involved in sport in the community.
- Closed club activities only for young with disabilities help people work together in sport – FALSE
Answer: While activities only for young people with disability are an option for some young people, they are only one option. Young people with disability should have the opportunity to participate in many different ways with diverse groups of people, giving them a sense of belonging to the entire community.
- Sense of belonging means that everyone can feel a sense of belonging to a group or team – TRUE

Answer: Parents underline the sense of belonging in games and practices and the friendship that sport provides. For professionals, inclusion is about making everyone feel welcome and part of a group or team.

3. What does it mean that everyone can participate in sports?

- a. Children with a disability must adapt to the activity so that everyone can participate – FALSE

Answer: The environment should adapt to the personal circumstances, individual wishes and needs of children with a disability to make it possible for them to participate in sport.

- b. Everyone, including children with a disability, should participate in sport in the same way – FALSE

Answer: Everyone can participate in sports. Not necessarily in the same way, but in their own way.

- c. The environment should adapt to the personal circumstances and individual wishes of children with a disability – TRUE

Answer: It is the environment of sport that often disadvantages young people with disability. Coaches and educators can adapt the environment to suit individual needs.

4. What does same rights and equality mean?

- a. Only parents have responsibility for leisure activities for their child with a disability – FALSE

Answer: Parents see that their child with a disability doesn't have the same rights and possibilities as able-bodied children and feel that this needs to change. The United Nations Convention on the Rights of People with Disabilities states that all people have the right to leisure activities.

- b. All people, including children with a disability, have the right to leisure activities – TRUE

Answer: The United Nations Convention on the Rights of People with Disabilities states that all people have the right to leisure activities.

- c. Children with a disability do not have the same rights and possibilities to sport and leisure activities as abled bodied children – FALSE

Answer: The United Nations Convention on the Rights of People with Disabilities states that all people have the right to leisure activities.

5. What does it mean that everyone is unique?

- a. Acknowledging differences is a first step to a more open society and acknowledging that everyone with or without a disability, is unique – TRUE

Answer: To be inclusive is all about acknowledging and celebrating differences.

- b. It is not necessary to acknowledge differences and uniqueness in sport, because coaches know what is working best in practice – FALSE

Answer: Parents and professionals state that everyone, with or without a disability, is unique. The environment of children with a disability has to acknowledge these differences and uniqueness. This will be a first step towards "a different and more open mentality in society in general" and a change in the culture within the sport.

- c. Only people with disability are unique - FALSE

Answer: We are all unique, with or without disability, everyone has their talents.

6. What does it mean that inclusion is an ongoing process?

- a. Small steps make big differences if we keep on working together - TRUE

Answer: Inclusion in sports is a multistage and ongoing process.

- b. If we make sure we are accessible and adapted, we achieved inclusion – FALSE

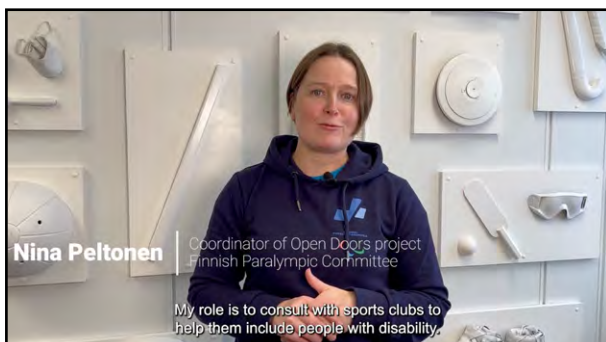
Answer: Yes, it's a good start, but make sure that something that works well now, doesn't mean it will work in future, you need to reflect and talk to people and always take the next step and look to the future.

- c. Inclusive sport means sport activities only for children with disabilities – FALSE

Answer: Inclusive sport opportunities help all to participate in sport in their own way.

Chapter 2 – Sporting opportunities for young people with disability

At the end of this chapter you will have a good understanding of the different sport opportunities open for young people with disability.



It is important for young people with disabilities to have a choice and to make sure everyone can participate. In this video you will see practical examples of different ways of including young people with disabilities in sport.

Questions + H5P quizzes (TRUE or FALSE)

1. What range of activities can you offer in sport clubs for young people with a disability? (multiple answers possible)

- a. You can offer a regular activities that are open for all – TRUE
- b. You can offer a specific activities only for young people with disability – TRUE
- c. You can offer rehabilitation sessions in place of sport activities for young people with disability – FALSE

Answer: It is important for all participants that they can choose what they want to do and to feel that they belong to the group. They are in a sports club to do sports and feel the benefits that sport offers.

2. What does inclusivity mean for sport clubs? (multiple answers possible)

- a. It means that facilities are accessible – TRUE
- b. It requires individual support and inspiration to all participants – TRUE
- c. It requires the specific coaching skills and closed environment only for people with disability – FALSE

Answer: It means good understanding of the different sport opportunities and good attitude are the most important to organize inclusivity activities. Most community coaches have the skills required to coach young people with disability.

3. What adaptations are there in team sport for vision impaired people? (multiple answers possible)

- a. Own rules. For example, in five-to-five football – TRUE
- b. Special equipment, for example blindfolds with the field players, jingle ball – TRUE
- c. Everyone must play football with a guide – FALSE

Answer: Every field player uses blindfolds and moves without any guides. The goalkeeper has full sight and is giving instructions for the field players.

Chapter 3 – Making it fun and easy

At the end of this chapter you will have an understanding of the TREE model – a model you can use to adapt sport activities to suit the needs of young people with a disability.



In this video you will see examples how to use the TREE model, which is a model you can use to help adapt and modify activities for people with disability and it stands for: Teaching style, Rules and regulations, Equipment and Environment Questions + H5P quizzes (TRUE or FALSE)

1. How would you teach these activities? (multiple answers possible)

- a. Use manual demonstration – TRUE
- b. Use verbal instruction – TRUE
- c. By yelling – FALSE

Answer: Yelling and screaming could be scary for children and it is not promoting the learning process.

2. What different rules do you see being applied here? (multiple answers possible)

- a. Use of different size of equipment – TRUE
- b. Use of different size of playing area – TRUE
- c. Use of only official rules of the games – FALSE

Answer: Rules can be adapted and make it easier to play and allow different kinds of people to participate.

3. What impact do you think these equipment modifications have on the activity? (multiple answers possible)

- a. Equipment modifications increase movement – TRUE
- b. Equipment modifications make it fun and easy – TRUE
- c. Equipment modifications are always for personal purpose – FALSE

Answer: Equipment modifications gets participants to play together, increase social cohesion and positive success in the games.

Chapter 4 – Individualisation and Communication

At the end of this chapter you will have an understanding of the importance of using different modes of communication and individualising activities to suit the needs of young people with disability.



Good and effective communication is key to successful inclusion. In this video you'll see a range of communication skills being used in a group situation and for individuals within a group.

Questions + H5P quizzes (TRUE or FALSE)

1. **What communication styles did you see being demonstrated here? (multiple answers possible)**
 - a. By giving clear and short regulations for children – TRUE
 - b. By smiling, thump up feedback and eye contact

- c. encourage the children to try their best – TRUE
 - c. By yelling and screaming – FALSE
- Answer: Good and effective communication is key to successful inclusion. Yelling and screaming could be scary for children and it is not promoting the learning process.

2. **What different techniques did the instructor use to communicate to the participant? (multiple answers possible)**

- a. The instructor gives introduction for participant by speaking simply and in short sentences, showing pictures and demonstrating the exercise – TRUE
 - b. The instructor gives feedback by speaking, facial expression and body language – TRUE
 - c. The instructor uses only verbal communication by shouting – FALSE
- Answer: Multisensory communication helps the learning process. Shouting does not support learning. Keep calm and be positive.

Reflective questions per video

Video	Learning outcome	Suggested reflection question	Resources
1. Inclusion in sport	At the end of this chapter, you will have a good understanding of the meaning of inclusion and how to apply to your context.	<p>Having a choice - Ask yourself:</p> <ul style="list-style-type: none"> • How do I empower young people to make their own choices? • What choices am I offering? • What choices are reasonable and doable? <p>Sense of belonging - Ask yourself:</p> <ul style="list-style-type: none"> • How do I foster a sense of belonging and community? • What behaviours and skills do I need to help develop a sense of belonging in the group? • What actions demonstrate that there is a sense of belonging in the group? <p>Everyone can participate - Ask yourself:</p> <ul style="list-style-type: none"> • What possible barriers are there for people to join in? • Do I keep an open mind and always look for ways to help everyone participate in their own way? • Do I talk to people to help understand their needs and likes? <p>Same rights and equality - Ask yourself:</p> <ul style="list-style-type: none"> • What do I do that protects the rights of all people to participate? • Do I understand what individual human rights are in the context of my situation? • What changes do I have to make to ensure all people have equal access? <p>Acknowledge that everyone is unique - Ask yourself:</p> <ul style="list-style-type: none"> • How do I allow for difference and address disadvantage in the group? • Do I celebrate differences and similarities in the group? • How do I communicate respect and the value of diversity? <p>Inclusion is an ongoing process - Ask yourself:</p> <ul style="list-style-type: none"> • How do I plan for the future and embed inclusion as core practice? • What do I do that helps others understand that inclusion is everyone's business? • Who do I need to work with and influence to ensure inclusion is accepted as core practice when I am gone? <p>Terminology - Ask yourself:</p> <ul style="list-style-type: none"> • How do I talk to people and learn from them? • How good am I at listening? • What actions do I take that embraces and highlights individual choice and creates a sense of belonging? 	<p>Visit the inclusion page on the SEDY2 website for:</p> <ul style="list-style-type: none"> • Inclusion in sport video • Inclusion in sport drawing, including explanation (in different languages)

Video	Learning outcome	Suggested reflection question	Resources
2. Sporting opportunities for young people with disability	At the end of this chapter you will have a good understanding of the different sport opportunities open for young people with disability.	What kind of ways can you think to adapt the games - modifying teaching style, rules, equipment or the environment?	Visit the Sports Participation and Inclusion (SPIN) tool page on the SEDY2 website for the: <ul style="list-style-type: none"> • Inclusion handbook
3. Making it fun and easy	At the end of this chapter you will have an understanding of the TREE model – a model you can use to adapt sport activities to suit the needs of young people with a disability.	Think about all these activities and the environment they were in: <ul style="list-style-type: none"> • Would it change anything if they were outside? • If they were on grass? • If the lighting or sound was not good? • How would this impact on the activity for participants • What other rules could be modified to see if they work better? 	<ul style="list-style-type: none"> • The Inclusion Club website • Icoach kids videos
4. Communication	At the end of this chapter you will have an understanding of the importance of using different modes of communication and individualising activities to suit the needs of young people with disability.	Think about the communication you saw in the video: <ul style="list-style-type: none"> • What communication styles did you see being demonstrated here? • How effective was the instructor in communicating to the group? • What different techniques did the instructor use to communicate to the participant? • Could you be as a PAPAI – instructor for children with special needs/disability? 	Visit the SEDY 2 website for the: <ul style="list-style-type: none"> • Inclusive Focus Group Guidance • PAPAI handbook • PAPAI - videos

4. Guidance for educators

Using the educational videos

The educational videos were developed primarily to work independently, but they can be valuable parts of a module to achieve learning outcomes for inclusion in sport. We suggest below key steps to be followed before, during and after class, using **group work**.

This guidance for educators is based on the work (used with permission) of the [Train4health project](#) with received funding from the Erasmus+ Programme of the European Union under the grant agreement no. 2019-1-PT01-KA203-061389.

Pimenta, N.M., Félix, I.B, Gosak, L., Stiglic, G., Guerreiro, M. P. (2022). Case study 1 toolkit - For educators. The case of Maria José Pereira da Silva - increasing physical activity. Train4Health project.

Before class: preparing

- **Select the learning outcomes and reflective questions:** based on learning priorities and time available, prioritise learning outcomes and select related questions. Bear in mind that the same video can be used in consecutive sessions, covering different reflective questions, moving from “What choices am I offering?” to “how can I adapt my context?”. The same video can also be matched to different study levels.

TIPS

- It takes time for students to settle down and focus on proposed tasks, to move at a reasonable pace and avoid frustration plan for less rather than more questions.
- Our experience suggests that 3 to 4 questions can be explored in a 100-minute session for students working in groups of 4 to 5 persons.
- The first question should get students engaged in thoughtful talk: prefer a question that all students should be able to answer readily.

1. **Provide some context to the videos that fits the specificity of your discipline and country, if necessary:** in order to guide the students and clarify the activities, it may be useful to give additional context to the video, particularly regarding the setting and what the role is of the future professional (coaching in a sports club, becoming a PAPAI volunteer or a policymaker).
2. **Ascertain what students already know that applies to the video:** if needed, pair in-class work with a pre-class reading assignment that introduces or recaps concepts (e.g., “Suggested resources”).
3. **Decide how the video discussion will be conducted:** choose how groups will share the outputs of their group (e.g., pitch presentations of each group’s work or, for each question, one group shares the answer and others comment). Moreover, decide whether you will ask a person in each group to present the group’s answer and reasoning or whether groups will be allowed to choose a facilitator or record keeper, who will report on behalf of the group.

TIPS

- Calling on different students ensures diversity in the discussion and wider participation.
- To keep the class on track and moving at a reasonable pace it may be helpful to have groups reporting on questions consecutively at agreed time intervals, as opposed to sharing group outputs in bulk towards the end.

4. **Decide if participation is graded:** assessing students can motivate them to complete pre-class reading as well as stimulating in-class attentiveness. Grading can be based on the quantity and especially quality of the case discussion (e.g., check, check-plus, check-minus or zero), and involving as many students as possible.
5. **Plan a way to organise groups' outputs that shows accomplishment and summarises points:** this could take the form of a blackboard plan (e.g., organising information according to learning outcomes and questions) or PowerPoint slides with information that can be completed based on groups' outputs.
6. **Decide whether follow-up assignment is due:** for example, writing-up a summary of learnings in relation to proposed learning outcomes or presenting answers revised considering class discussion can be useful to strengthen in-class work.

TIPS

- To make workload more manageable to educators and students follow-up assignments may be asked for half or a third of the in-class work during a term.

In-class: leading the reflective discussion

1. **Introduce the question:** provide the videos to students and allow them time to get familiar with its content; an alternative is asking students to watch the video ahead of class. Ensure that students have a clear understanding about the information conveyed in the video (e.g., ask students to summarize key points)
2. **Provide directions regarding what students are supposed to do and accomplish:** divide students into groups or convene pre-formed groups, explain the ground rules and signpost time for discussion.
3. **Facilitate group work and monitor time:** circulate among groups, if needed clarify doubts.

TIPS

- If the room allows a U-shaped seating arrangement for each group works best than circles. The open part of the U should face the blackboard. This arrangement allows all students to see one another and, once discussion is convened, to see the instructor and the blackboard.

4. **Facilitate the video discussion:** listen and respond to students who are sharing the groups' outputs or who jump into the discussion and connect their ideas; extract key points as previously planned (e.g., blackboard, PowerPoint).

TIPS


- Calling on different students can be done by random selection or by calling on students showing “intention movements” (leaning forward, nodding their head, frowning, opening their mouths as if beginning to speak).
- To avoid having the same person repeatedly dominating the discussion, use questions such as “Does anyone have a different answer?” or “Anne, what do you think of this proposal?”.
- Paraphrasing can be useful to connect students’ ideas (e.g., “John just mentioned X, and this squares with Anne’s answer on behalf of her group”)

After class activities


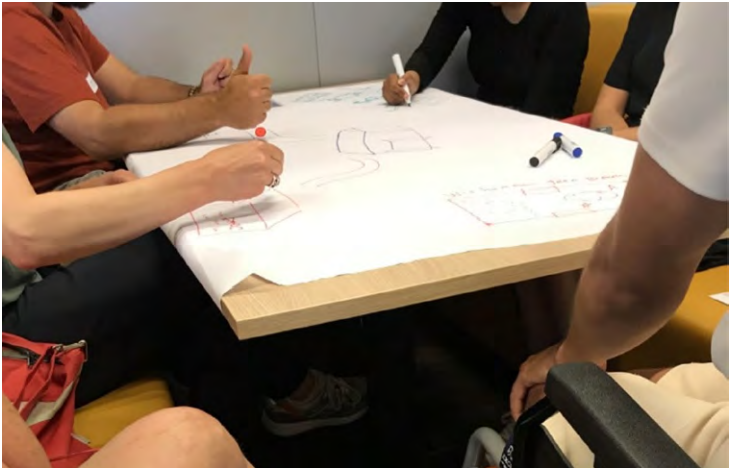
1. **Managing follow-up assignments, if required.**
2. **Reviewing the teaching experience for improvement purposes:** this exercise can be done individually or together with other instructors of the same module and can lead to improvements for next time.

5. Expanding the use of the educational material

Session 1

Time	Activity	Material
5-10 min	Introduction on inclusion in sport for young people with disabilities and the SEDY project	SEDY2 website
5-10 min	<p>## Interactive question</p> <p>What do you think Inclusion in sport in practice for children and young people with disabilities mean? (students can reflect on this and as a teacher you have an impression on what they already know and think)</p> 	Mentimeter (or other digital quiz tool)
15 min	Focus group results and Inclusion in sport video	SEDY2 website – Inclusion page
10 min	Present Practical tools SPIN and educational materials	SEDY2 website – SPIN tool page
15-30 min	<p>To check what they learned you can use these expressions to start a discussion in the group.</p> <p>## Interactive discussion: (choose from expressions below)</p> <p>“Support workers, caretakers or parents of the disabled person usually make assumptions about that person’s ability and don’t allow for the disabled person to tell you their own ability”</p> <p>“Participants can sometimes feel very shy or embarrassed about their ability, which in itself can be challenging”</p> <p>“To run inclusive sessions you need to be very knowledgeable about peoples specific disability and how it affects them”</p> <p>“To take part in the sessions the disabled person’s ability and knowledge of the sport is more important than what their disability is”</p> <p>“A lot of additional planning needs to be done in order for inclusive sessions to run effectively”</p> <p>“There is a reality that when you run inclusive sessions, you do end up hindering other people within the group and they can’t fully develop”</p>	Mentimeter (or other digital quiz tool)

Session 2

Time	Activity	Material
5-10 min	<p>Introduction</p> <p>Key questions we're going to answer:</p> <ul style="list-style-type: none"> - What is your meaning of inclusion in sports? - What is your ideal image of an inclusive sports situation? - How could you put this into educational practice? How do we make an impact? - How do we put 'Nothing about us, without us' into practice? 	<p>SEDY2 website</p>
15 min	<p>Exercise photos</p> <p>Discuss in your group:</p> <ol style="list-style-type: none"> 1. What is the most inclusive sports photo? And why? 2. What is the least inclusive sports photo? And why? <p>(There is no right or wrong, it's about the discussion) Central feedback + writing down keywords</p> 	<p>Photos of sport situations</p>
15-30 min	<p>Make your group drawing</p> <ol style="list-style-type: none"> 1. Talk to each other about the meaning of inclusion 2. As a group, draw the ideal image of an inclusive sports situation 3. How do we put 'Nothing about us, without us' into practice? (message) 	<p>SEDY website Pen and large paper</p>

10-15 min	Conclusion: How to put this in educational practice? Use the videos (can we do this on mobile phones?) Watch video 2 on your own and do the H5P exercise Discuss in small groups how to use this in your coaching	ENSE website
5-10 min	PAPAI project video Students as Personal Adapted Physical Activity Instructor (PAPAI) - show video And make plans for students to join this program	PAPAI handbook

6. Linked websites

ENSE website videos: <http://sedy.sporteducation.eu>

Icoach kids videos: <https://youtube.com/playlist?list=PLO4sec12HcRtyq6O7b7euhD-vMscr5PDS>

Mentimeter: <https://www.mentimeter.com/>

Pimenta, N.M., Félix, I.B, Gosak, L., Stiglic, G., Guerreiro, M. P. (2022). Case study 1 toolkit - For educators. The case of Maria José Pereira da Silva - increasing physical activity. Train4Health project.
<https://www.train4health.eu/resources/casestudies/cs1.html>

SEDY2 Inclusive Focus Group Guidance: <https://www.inholland.nl/onderzoek/publicaties/inclusive-online-focus-group-guidance-2021>

SEDY2 PAPAI handbook: <https://www.inholland.nl/onderzoek/publicaties/sedy-2-project-papai-programme-handbook-2020>

SEDY2 PAPAI videos: <https://www.inholland.nl/inhollandcom/about-inholland/sedy2/videos-spin-tool/>

SEDY2 project website: <https://inholland.nl/sedy2>

SEDY2 website – Inclusion page: <https://www.inholland.nl/inhollandcom/about-inholland/sedy2/inclusion/>

SEDY2 website – SPIN tool page: <https://www.inholland.nl/inhollandcom/about-inholland/sedy2/spin-tool/>

The Inclusion Club website: [The Inclusion Club](#) - all about sport and active recreation for people with disability

Train4Health: <https://www.train4health.eu/>



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