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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #1 - Denmark

ISCA – International Sport and Culture Association

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



Bevægelse for Alle (Movement for All)

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

Movement, education, inclusion, participation

1. Type of Disability

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

This practice does not define the type of disability and includes both physical and cognitive 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 project is led 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 project refers to formal education as it is targeting Danish primary schools.

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 project "Bevægelse for alle", is supported by the Novo Nordisk Foundation, and works to help schools promote well-being in primary schools and increase the joy of movement for ALL children.



VELKOMMEN Om Aktivitetsdatabasen

Her på siden finder du en bred vifte af aktiviteter til skole og fritidsliv fx bevægelsespauser og udelivsaktiviteter.

Aktiviteterne har tilpasningsforslag til, hvordan alle kan deltage uanset forudsætningen. Enkelte aktiviteter har desuden tilknyttet en kort video eller materialer til download.

Yderligere finder du viden, materialer og redskaber, der kan bidrage til at styrke inklusion i bevægelsesaktiviteter.

God fornøjelse med aktivitetsdatabasen.

WORKSHOP - Bevægelse for alle Kom til gratis workshop d. 8. juni kl. 14.30-16.30

Workshoppen 'Bevægelse for alle' foregår i Århus C og henvender sig især til og omkring folkeskolen - fx lærere, pædagoger, studerende, bevægelsesvejledere mm. Workshoppen har primært fokus på mellemtrinnet og udskolingen, men alle kan deltage og få gavn af redskaber og viden om, hvordan alle elever bliver deltagende i bevægelsesfællesskabet.

[LÆS MERE OG TILMELD DIG HER](#)



Tilpasningshjulet



Background

Movement in school is important for all children and young people, but especially for children with special needs – including children and young people with movement disabilities as well as cognitive and sensory difficulties – who do not always participate in movement activities.

The project intends to promote all children’s experience of the joy of movement and inclusion in movement communities, so that in addition to increased participation in movement at school, they gain the courage and desire to move throughout their lives. Therefore, together with teachers and pedagogues, it creates knowledge and tools to handle the task of inclusion in movement activities. In addition, it provides concrete materials to increase well-being in the primary school through movement as well as for movement in the specific school subjects and the subject of physical education.

The project develops materials and knowledge to that end and facilitates 2x2 hour workshops for free for all interested primary schools.

Images from the project materials¹

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 project has developed a comprehensive Activity Database². In this database, the activities are differentiated according to age and type of movement. The activities are also grouped in Wellbeing; movement in school subjects; and Physical Education.

¹ <https://www.aktiviteterforalle.dk/>

² <https://www.aktiviteterforalle.dk/skole/trivselsaktiviteter/>

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.



Image from the project materials³

The Knowledge Center on Disability is the lead on the project. They work with scientists in Denmark, external experts, educators and facilitators to deliver the project. The educators and facilitators are the ones that deliver workshops in Danish Primary Schools across the country.

³ <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf> Soulie et al (2018): "Alle til Idræt", Handicapidrættens Videnscenter, ISBN 978-87-90388-22-5. The materials and images may be used free of charge, with referencing to the above.

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.

Given the limited legal and strategic framework in Denmark, this practise does not adopt any national guidelines or legislation. Nonetheless, it is fundamentally in line with the Danish Education Act, which states that Danish Primary Education should be inclusive and for all. It is also safe to say that it is in line with the Danish law on non-discrimination.

As such, the project is positive motivation-driven, and engaging schools and teachers that are motivated from the outset to create active and inclusive learning environments.

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 project empowers the teachers to adapt the activities to the target group, and provides guidance to that effect. In the guidelines, the activities and considerations are marked according to their disability:

- ★ Elever i kognitive vanskeligheder
- ▲ Elever i bevægelsesvanskeligheder
- 👂 Elever i hørevanskeligheder
- Elever i synsvanskeligheder

(cognitive challenges, movement challenges, listening challenges and visual challenges)

The reflection on adaptive activities are done in groups on each school, so there is focus on peer support and collective learning.

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 project has developed a range of materials:

- Main Guidance Book: <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf>



Front page of main guidance book

- The adaptation wheel: <https://www.aktiviteterforalle.dk/wp-content/uploads/2023/03/Tilpasningshjulet.pdf> on how to adapt activities effectively.

Alle med i bevægelsesaktiviteterne **Tilpasningshjulet**

Med tilpasningshjulet kan du skrue på elementerne i bevægelsesaktiviteterne og dermed øge deltagelsesmulighederne og gøre aktiviteterne inkluderende.

Download tilpasningshjulet her



- Dialogue Cards to assist the conversation on inclusion in activities: <https://www.aktiviteterforalle.dk/wp-content/uploads/2022/07/Dialogkort.pdf>

Inklusionskultur & bevægelsesfællesskab **Dialogkort**

Med dialogkortene får du en ramme til at tale om de styrker, eleverne benytter i bevægelsesfællesskaberne.

Dialogkortene nuancerer elevernes forståelser af hinanden, og det skaber positive forståelser af hinanden, når eleverne identificerer styrker hos sig selv, hinanden og i fællesskabet.

Download dialogkort her



- Activity Database, according to age group and subject:
<https://www.aktiviteterforalle.dk/skole/bevaegelse-i-fagene/>

Bevægelse i fagene



KLASSETRIN	KATEGORIER	FAG
<input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9	<input type="checkbox"/> Bliv klar til læring <input type="checkbox"/> Faglige aktiviteter	<input type="checkbox"/> Alle fag <input type="checkbox"/> Dansk <input type="checkbox"/> Geografi <input type="checkbox"/> Historie <input type="checkbox"/> Kristendom <input type="checkbox"/> Matematik <input type="checkbox"/> Natur og teknologi <input type="checkbox"/> Samfundsfag <input type="checkbox"/> Sprogfag

Aktiviteter til Bevægelse i fagene



Naturrally

Faglige aktiviteter

Formål

Formålet med aktiviteten er at lære at finde noget magen til det man ser med samme form eller farve. Aktiviteten skal hjælpe til at lære forskellige blade eller planter at kende.

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 above-mentioned guidance book has several sections on collaboration. It stresses teacher peer learning, inclusion of the students themselves, and the dialogue with the parents, who know the children best.

The main roll-out vehicle is the free, 2x2 hour workshops at schools, and this is marketed by the project leader⁴.

In practise, a school or a school class can sign up on the web site, and then they will be invited (for free) to the following steps:

- In workshop 1 (2 hours), teachers, pedagogues and a representative from the management will be introduced to movement didactics and inclusion

⁴ <https://www.aktiviteterforalle.dk/om-projektet/>

through practical examples, which are easily used in the teaching afterwards.

- In the test phase, the project professionals make themselves available so that teachers and educators can contact them with questions. Schools are expected to initiate individual activities at teacher or team meetings and that the activities are implemented in practice with the student.
- In workshop 2 (2 hours), after approx. 1.5 months, the professionals visit again the school. Here they will continue to work with inclusive movement activities and include the school's perspectives and experience.

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 Guidance book primarily focuses on reflective and inclusive methods of evaluation inside the teaching setting. Some attention is paid to students' individual goal setting (not comparing to others). The project is ongoing, so evaluation of project results are not yet available.

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 this project, we have distilled 5 key focus areas/takeaways for teachers in activities:

- 1) Define the purpose of the activity – and what are the competence of the students to take part
- 2) Adapting the activities:
 - a. Choice of activity
 - b. Rules
 - i. What rules are there
 - ii. Should there be specific rules for some students
 - iii. Should some student have specific roles
 - c. Time and extent
 - i. How much should each team/group do
 - ii. When should they do it
 - iii. What will they do afterwards
 - d. Pupil mix
 - i. Who should be together
 - ii. Should the same always stay together or should blending happen
 - e. Equipment
 - i. Is equipment needed
 - ii. Can some equipment increase inclusion opportunities
 - f. Physical space
 - i. Where should the activity take place
 - ii. Surface of the areas
 - iii. How to mark the limits of the area

Example of these principles/questions is illustrated below

Generelle tilpasninger

Regler

- Gennemgå reglerne grundigt, tegn og skriv dem op på tavlen
- Fjern fx konkurrenceelementet ved at lave aktiviteterne på tid
- Giv elever 'handicap' el. fordele
- Lad eleven have den samme rolle hver gang, i laver aktiviteten fx fanger i en fangeleg

Elev-sammen-sætning

- Giv alle elever en makker
- Lav harmoniske grupper på forhånd
- Lad stærke el. hurtige elever hjælpe andre elever
- Markér tydeligt, hvem der er sammen fx med bånd el. veste

Rekvisitter & hjælpemidler

- Lad elever køre på cykel i stedet for at løbe
- Hav flere slags bolde i spil
- Brug genstande mellem elever i stedet for kropskontakt
- Brug en kasse til at gribe i/og elevers rækkevidde med en genstand

Område/ bane & sted

- Lav flere baner el. del banerne op i små dele
- Undgå forstyrrelser fx fra vej og vej
- Markér banen tydeligt
- Overvej om underlaget er passende

Omfang & tid

- Sæt antal på aktiviteterne - hvor mange gange skal man fx gøre noget bestemt?
- Hvor længe skal man gøre det?
- Gentag aktiviteterne igen og igen
- Fortæl hvad eleverne skal bagefter og hvad du forventer af dem

Valg af Bevægelse

- Skift gerne bevægelserne brug fx kapgang i stedet for løb
- Giv eleverne mulighed for at vælge bevægelser selv
- Brug slowmotion, så tempo tages ud af aktiviteten
- Forklar og øv bevægelserne inden en aktivitet

Eksempler

Tilpasninger til Rundbold

- Lav aktiviteten på tid 5 min ude/ inde
- Giv eleverne en makker, så de arbejder sammen 2&2 i marken
- Læg mange forskellige bolde, og lad eleverne sende dem afsted på forskellige måder fx kast el. skyd
- Lav flere baner el. sæt stopkegler mellem de 4 hjørner
- Lav aktiviteten i 20 min. fx hver fredag
- Skift måder at bevæge sig på. Fx baglæns, med lukkede øjne, kapgang



Tilpasninger til Sandt eller falsk

- Lad eleverne være sammen 2&2 som et hold i stedet for at dyste mod hinanden
- Lad eleverne have en genstand og tegn to små kredt-cirkler med "Sandt & falsk" som de skal slå på - brug "ja" & "nej" for at gøre det mindre abstrakt
- Markér banen tydeligt med fx kridt el. kegler
- Fortæl eleverne hvor mange gange de skal løbe/hvor mange spørgsmål der er
- Giv eleverne andre måder at bevæge sig på fx hoppe el. kravle

