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# INCLUSION AND DISABILITIES IN AND THROUGH SPORT

## Best Practice #3 - Spain

EsM – Instituto España se Mueve

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



# Badminton

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

Inclusive badminton; Inclusion in sport; Disability and sport; Inclusive physical activity; Equity in physical activity

## 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.

The activities are open to all people with physical, intellectual and sensory disabilities, within the limits that allow the practice of badminton. For example, it is not possible for blind people.

## 2. Organization & Reference

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

### **CLUB DE BÁDMINTON CHAMARTIN**

JOSÉ LUIS HERNANDEZ VÁZQUEZ (Presidente)

+34 610 39 79 35 – [jlhernandez@clubbadcham.com](mailto:jlhernandez@clubbadcham.com)

EDUARDO HERNANDEZ ZABARA

+34 679 73 90 40 – [ehernandez@clubbadcham.com](mailto:ehernandez@clubbadcham.com)

The adoption of a model of inclusion in badminton was initiated by the club in 2011 and has been improving the model ever since, extending it to all

activities, including the Municipal Schools in collaboration with the Madrid City Council.

- <http://www.leucemiaylinfoma.com/noticias/campeonato-de-badminton-inclusivo-popular-san-isidro-2019/11320/>
- <https://www.periodicohortaleza.org/el-badminton-juega-en-hortaleza-por-la-integracion/>
- <https://vencerelcancer.org/campeonato-badminton-popular-san-isidro-2015-madrid/>
- <https://badmintonmadrid.es/nuevo-torneo-de-badminton-inclusivo-a-nivel-escolar-en-el-distrito-de-chamartin/>
- <https://www.facebook.com/badmintoninclusivo/>
- <https://sportuniverse.com/clubbadcham>

### 3. Formal/Informal

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

Informal education.

### 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.

Inclusive badminton is a way of understanding sport without exclusions, which tries to incorporate people who have reduced mobility and therefore have difficulty reaching distant points on the badminton court or moving fast enough. The aim is for them to participate in both training sessions and competitions with the rest of the players. To this end, criteria should be adopted to facilitate their participation in all badminton activities. It is

not, therefore, a new form of badminton, nor is it intended to be a new form of badminton.

Its aim is to facilitate and promote the adoption of a model of sporting practice that allows people with reduced mobility to participate in regulated and non-regulated competitions, within the different age categories and incorporated into the competition tables set by each competition and facilitating what is our motto:

**"BADMINTON WITH EVERYONE AND FOR EVERYONE".**

Inclusive badminton is therefore by no means a competition for and among persons with reduced mobility, as in this case there are already adapted badminton or parabadminton and "specialolimpics" competitions. The aim is to ensure the participation of people with reduced mobility in badminton activities by mitigating the differences due to lack of mobility.

The adaptations focus on

- the dimensions of the badminton court for the player with a disability due to lack of or reduced mobility,
- the necessary support for players with intellectual disabilities.

The rules are practically unchanged except for those referring to the dimensions of the court for players with reduced mobility.

## **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 practically only variation is the size of the court for people with reduced mobility.

The two main premises for setting the size of the court are to avoid the risk of falls for the players and to make the challenges of the competition as equal as possible. Accordingly, the possibilities for reducing the size of the court surface are marked with the shaded playing area. Each option is chosen according to the possibilities of reaching the shuttlecocks when moving and moving the arms. No differentiation is made for the use of wheelchairs, as in this case the player must fit into any of the options indicated, taking into account the player's ability to handle the chair.

In doubles and mixed doubles matches, these court boundaries are maintained for players with reduced mobility. The person forming the pair who does not have any limitation in their movements, will play on the entire court surface, unless, if so agreed prior to the match, the area or areas of the court not valid for the game of the player of the pair who has reduced mobility are also excluded.

The size of the playing court for each participant will be determined prior to the matches by the organisers, who will take into account the degree of recognised disability and their limitations in reaching the limits of the playing court. This will be established during the warm-up phase in each modality. It is very important to establish the limitations for each player. Experience will gradually define the causes more concretely in order to be able to transfer them clearly to the rules.

In any case, the two premises already mentioned of 1) avoiding the risk of falls and 2) not eliminating competitiveness in the matches, are the ones that must always guide the fitting of each player in the reduced dimensions of the court.

## 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.

People who have taken part in the club's activities and have enabled the modifications to be made in the search for fairness in the practice of Badminton:

- Eladio Caneda Pereira (29/09/1065). Physical disability hemiplegia. Started in 2009.
- Bosco Ling González (20/05/2000). Intellectual disability (ASD). Started in 2011.
- Adriana Rissi García (28/03/2002. Sensory disability (hearing) She started in 2011, she trains at the CEDT of Barajas.
- Gonzalo Fernandez Descalzo (18/12/2001) Physical disability. Started in 2011. - Deceased.
- Enrique Rispa Ramírez (01/03/1981), Physical disability, orthopaedic leg joined in 2017. - Deceased.
- Mael Costalago Falagan (21/05/2013) Physical disability, Achondroplasia - short stature, joined in 2022.
- Dario Andrada Valverde (27/11/2012) Intellectual disability (ADHD) started in 2022.
- Diego Sánchez Sánchez (12/01/2011) Physical disability (heart transplant) started in 2022.
- José Luis Rosario Sánchez-Simon (05/04/1972), Physical disability, wheelchair started in 2022.
- Fernando Álvarez Ortiz de Urbina (17/11/1973), Physical disability, wheelchair started in 2022.

## 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.

**The Inclusive Badminton Training Manual of the B4ALL project is followed. ISBN 978-84-09-29081-9**

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extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bdc92985-473a-482b-95d1-06547fedeffc/2\_Manual\_Formaci%C3%B3n\_B%C3%A1dminton\_Inclusivo\_Proyecto\_B4ALL\_(Ingl%C3%A9s).pdf.

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extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.deporteinclusivo.com/wp-content/uploads/2020/09/Info-Formaci%C3%B3n-B4ALL-1-1.pdf

<https://www.paralimpicos.es/noticias/la-plataforma-online-badminton-all-pone-disposicion-de-clubes-y-entidades-formacion-para>

## 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.

**See Inclusive Badminton Training Manual. B4ALL.**

Unit 3. Badminton and disability. Implications for inclusive competition

Adaptations for inclusive competition according to the needs of players with disabilities: rules, materials, communication.

1. introduction
2. search for fairness and lack of risk
3. adapting the size of the track
4. considerations for other adaptations
5. bibliography
6. electronic sources

### **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.

#### **See Inclusive Badminton Training Manual. B4ALL.**

UNIT 4. Management and adaptation of the inclusive environment

Topic 4.5. Inclusive Badminton as Physical Education content.

1. introduction
2. main barriers in school sport inclusion
3. facilitating strategies for inclusive badminton in school (by types of disability)
4. disability simulation as a necessary methodology to raise awareness among schoolchildren.



5. bibliography

6. electronic sources

## **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.

UNIT 5. Real participation in inclusive badminton activities.

### **LESSON 1. Practice in Introduction to Badminton in a disability setting.**

1. introduction
2. organisation and duration of the training session.
3. functions to be carried out in the internship for each professional profile.
4. to know more
5. bibliography
6. self-evaluation of the internship.

### **LESSON 3. Inclusive badminton competition**

1. introduction
2. organisation and duration of the internship.
7. functions to be carried out in the training session by each professional profile.
8. further information
9. bibliography
10. self-evaluation of the internship.

## 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.

Inclusive badminton satisfaction questionnaire.

The aim of this questionnaire is to find out the degree of satisfaction of the participants in each of the activities carried out, specifically the introductory days, training sessions and competitions. The questionnaire is completely anonymous and addressed to participants, family members and spectators of the activity.

The data requested are:

1. Type of activity: training day or competition.
2. Gender: female, male
3. Age group
4. Details of the activity: name, date, city and venue.
5. Profile of the participant: with or without disability.
6. Role played in the activity if not a participant: Volunteer, family member, technician, spectator.
7. Observations

The questions are evaluated from 1 to 5, with 1 being "completely disagree" "Not at all satisfactory" and 5, "completely agree" "Very satisfactory" depending on each case, taking as a reference the organisational aspects and materials used, factors related to the technicians and people who led the activity, the duration of the activity, as well as the level of satisfaction of the participant.

The questions are:

- Proximity of the installation to your home.
- Quality of the installation used (cleanliness, lighting, etc.).
- The materials used are in good condition.
- The technicians and the people who led the activity were helpful when needed.
- The explanations were clear.
- The technicians and the people who led the activity gave you security and confidence when doing the exercises.
- The duration of the activity is appropriate.
- The duration of the activity is not long enough.
- The duration of the activity is excessive.
- You found the activity satisfactory.
- I would like to repeat.
- The activity is a novelty.

## **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.

1. Introduce sport in their regular activities;
2. Give autonomy and responsibility to students - with or without disabilities - in the choice of balls, equipment, the space where they play,...;

3. Create a method to evaluate teams accordingly: number of games, number of points, victories and consistency of the team;
4. Organise tournaments where students can also participate in their organisation;
1. 5. Create a polybat club