INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #3 - Greece

University of Macedonia

Key words. Please insert 3 to 5 key words that best describe the best practice
Promoting Inclusion in sports through PowToon, educational task, animated video, scenario creation, inclusive pedagogy, A Creative Approach to Diversity and Disability Awareness in Physical Education

1. Type of Disability Please describe the type of disability that this practice if focused. If there is an official definition of the disability in European or National documents please provide it.
Mainly and often –but not restricted to– Learning Disabilities, Emotional Disorders, and socially disadvantaged students.

2. Organization & Reference If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.
Organization: Experimental High School of the University of Macedonia, Thessaloniki, Greece. Address: Proin Stratopedo Strempenioti, Neapoli/Thessaloniki, Postal code: 56701, Homepage: http://ppl.pplpamak.eu/ppl/index.php Email: mail@lyk-peir-uom.thess.sch.gr Contact person: Georgios Katsanis, email: katsanis1@hotmail.com Reference: Katsanis, G. & Chatzelli, Ch. (2021). Based on the educational scenario: Everyone has a right to play! Proceedings of the 6th International Conference on Promoting Educational Innovation, 16-18.10.2020, Larissa, Greece (pp. 679-687). ISBN: 978-618-5562-03-8.

3. Formal/Informal

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

Formal education, Curricular activities.

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 action/project is set to be regularly implemented once a year and seeks to help students acquire positive attitudes and behaviors related to the notion of inclusion and acceptance of diversity, through the cross-thematic intersection of Physical Education and Health Education. It is carried out by using an educational scenario. The action is addressed to all students, whether they are of typical development, or have any form of special educational need, disability or diversity. As far as the regulations of sport and physical activity are concerned, the present good practice is quite flexible. In other words, regulations are adapted or modified only if it is becomes necessary after checking for dysfunctional activity procedures. The reason rests on the practice's rationale, which focuses on empathy and embodied pedagogy, according to the following description. Until now, basketball and volleyball were frequently themed. Most commonly, regulation modifications refer to playing with more players than officially allowed, using smaller play areas, permitting more bounces/dribbles (basketball) and ball catches when defending (volleyball).

To resume this project, cooperative group activities take place and an online cartoon making tool is used. Students become active participants and co-constructors of knowledge, work in teams, acquire digital literacy skills, express their opinions and ideas, and create original digital material, which serves as the basis for inclusive behavioural sets in physical education and sport teams. By completing the learning scenario and activities that promote responsible social behaviors, students gain a better understanding of the concepts of diversity, inclusion, and empathy. Additionally, their creations, through their posting on the school's website, act as multipliers promoting cooperation and acceptance of diversity. In this action, the subject of Physical Education combined with Health Education and the use of new technologies (modern ICTs), offers activities of an interdisciplinary nature, upgrading school life and the school's connection with social reality. In other words, the results of the action extend to other subjects, but also to wider domains of everyday school life.

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.

Variations of this action stem from the contemporary psychosocial needs of the students in each class (ages covered are 16-18 years). Thus, bearing in mind that the main purpose of the educational scenario focuses on the "heart" of academic and social inclusion, the implemented variations are intended each time to attune/specialize the expected learning outcomes. Therefore, the school classes and the disabilities covered may vary from school year to school year. Accordingly, there are several variations of this project, regarding a) the disability presented and examined by students and

teachers, b) the contents of Physical Education, c) the participation of students with disabilities in the school's sports teams. In this line, main adaptations in individual physical activities (e.g., strength training) refer to giving options, minimizing social comparisons and adjusting task difficulty and workload. For group activities (e.g., basketball), emphasis is put on cooperation processes and positive peer review of the groups' efficiency. In any case, Physical Education teachers and their students try to focus on learning, rather than on high performance.

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.

Firstly, this project involves the school's students and Physical Education teachers. Secondly, it involves the other teachers of the school and the parents of the students. Whereas Physical Education teachers and their students work together to co-construct a physically challenging but still an emotionally safe context, the other teachers of the school become aware of project results. In this way, they may endorse and extent inclusion properties in their classrooms.

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 main purpose of Physical Education in high schools is defined as "lifelong exercise for health and quality of life" (Ministry of Education, 2015;

2022; [Curriculum for Lyceum](#)). One of the further aims is for students to demonstrate responsible social behavior, respect for diversity and develop appropriate social and emotional skills that contribute to lifelong exercise for health and quality of life. Physical Education is a subject of special interest due to its unique nature. It is the only subject that addresses three main areas of the person's personality: physical/psychomotor, emotional and cognitive (Ministry of Education, [2003](#); [2022](#)). Modern guidelines encourage the use of ICT; students shall develop skills and knowledge in creating their own digital materials using online tools, enrich their learning experiences in pleasant and fun digital environments, and finally develop collaboration and communication skills combining physical and online 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.

This project enables both Physical Education teachers and classroom teachers to conduct disability-informed, thus properly adapted, lessons. Safety considerations involve studying students' diagnosis and/or experts' evolutions, and the students' Individualized Education Plans (IEPs) as well. As to health safety, cooperation with student family's' medical staff may be needed. It is very important having equipment that makes physical adaptations possible (e.g., adjustable size and height of basketball baskets). Furthermore, ICTs are needed, as described below. Schools, i.e., teachers, may require support from experts for a) implementing innovative

technologies, b) effectively adapting lessons, c) robustly motivating students, d) monitoring progress and e) disseminating results.

9. Innovative resources, materials, methods etc. Used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

The training scenario utilizes PowToon, a web 2.0 tool for creating comic books (available at https://www.powtoon.com). The first step involves instructing students to watch and provide comments on an animated video about diversity and inclusion, which can be found at https://www.youtube.com/watch?v=OHma93eZiBY. This video serves as an introduction to the concepts of diversity and disability.

Following the introduction, students form teams and utilize PowToon to create inclusive scenarios. They select a specific physical activity, such as basketball, and define heroes for their scenario. Importantly, at least one of the heroes should represent a learning disability, an emotional disorder, or a social disadvantage. Students then collaborate to determine the content of their scenario, including motion elements (animation) and the script (talking and thinking bubbles). Ultimately, they create and present their inclusive scenarios to others.

The students' scenarios incorporate elements of sport adaptations and social inclusion. The use of PowToon empowers students to become active contributors in the classroom, fostering constructive cooperation. Through the integration of information and communication technology (ICT),

students establish a framework for welcoming and integrating their peers in Physical Education and within sports teams.

To implement this practice, computers with internet access and an up-to-date web browser are recommended. Additionally, access to a school computer lab or a classroom equipped with one computer per group of four students is necessary.

In summary, this practice prioritizes adaptations, accommodations, and modifications that stem from empathy, social-emotional co-construction, and embodied pedagogy.

Here are the steps of the method along with some indicative screenshots of a short story as an example:

1. Introduction: Students are initially introduced to the educational task.
2. Animated video: Students are instructed to watch and comment on an animated video about diversity and inclusion, which serves as an appetizer and introduces the concepts of diversity and disability. The video can be found at https://www.youtube.com/watch?v=OHma93eZiBY.
3. Scenario creation: Students form teams and use PowToon to create scenarios that promote inclusion. They select a physical activity situation, such as basketball, and define the heroes of the scenario. It is important that at least one of the heroes represents a learning disability, an emotional disorder, or a social disadvantage.
4. Content agreement: Students collaborate to agree on the contents of their scenario, including motion elements (animation) and the script (talking and thinking bubbles).
5. Scenario creation: Students proceed to create their inclusion scenarios using PowToon.
6. Presentation: In the end, students present their work to the other students in the class.

The provided screenshots below illustrate aspects of sport adaptations and social inclusion. They showcase two basketball teams, with Heroes 1 and 2 belonging to one team, and Heroes 3 and 4 belonging to the other team. Hero number 3 represents a boy with emotional difficulties, such as shyness, withdrawal, and low self-esteem. In one of the pictures (picture 4), the boy hesitates and appears unsure of what to do. However, in the final picture, his teammate reminds him of the regulation (in five seconds, they have to dribble, pass, or shoot) and suggests that he clap his hands five times, providing the boy with a sense of the five seconds.

Please note that the provided screenshots serve as an indicative example to illustrate the process and elements of the scenarios created by students.
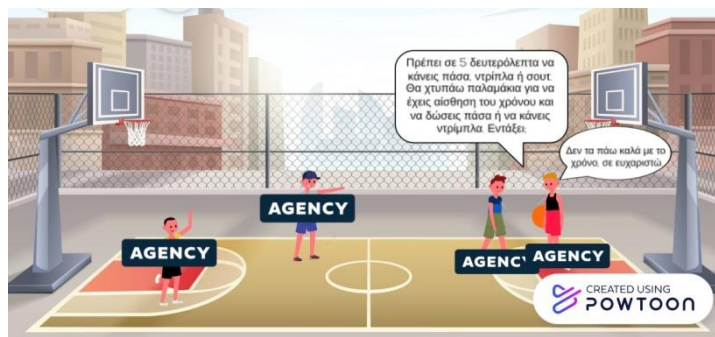
Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Dialogue script:

<u>Picture 1</u>

Agency 1: –

Agency 2: –

Agency 3: Uh oh!!!

Agency 4: Take the ball.

<u>Picture 2</u>

Agency 1: –

Agency 2: -
Agency 3: They will yell at me again.
Agency 4: Go!

Picture 3
Agency 1: Hey, he doesn't understand anything.
Agency 2: Play at last.
Agency 3: Wait a minute.
Agency 4: Hey!

Picture 4
Agency 1: Don't spoil the game.
Agency 2: Don't delay any longer.
Agency 3: I don't understand what I should do now.
Agency 4: Don't worry, I will help you.

Picture 5
Agency 1: -
Agency 2: -
> Agency 3: In five seconds, you have to dribble, pass or shoot. I am going to clap my hands five times, so you can have a sense of this timeframe... alright?
Agency 4: I'm not good with time; thank you!

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.

This practice is approved by the school's teachers' board/association and presented to all teachers of the school. The classroom teachers are invited to participate and assist in the practice. Everyone, including the parents, is

informed about the action and its results. Classroom teachers are invited to establish connections to the project in their subject. Certainly, some subjects (e.g., religion) are more suitable than others (e.g., chemistry) trans-contextual connections, that is, to welcome and extent the results of this project.

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.

To evaluate this practice an on-going and dynamic monitoring is conducted, which focuses on the basic students' outcomes data. The whole school community of this Lyceum (students, teachers and parents) becomes aware of the project's results. Everyone –especially disadvantaged students and their parents– are encouraged to give and receive feedback. Within the project, students are instructed to express their self-reflections, both for the realm of sport and the realm of school life in general.

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.

When engaging in technology-based and/or technology-mediated inclusive physical activity for students with disabilities and other diversities, students –and most importantly teachers– should have basic knowledge about and perform skills like:

1. Knowledge and skills in ICT concerning:
   a. Basic knowledge (literacy) for main and specific web 2.0 tools
   b. Basic practical familiarization with web 2.0 tools that are to be used
   c. Advanced knowledge and skills in ICT (especially for teachers/professionals)
   d. The added value and basic use of related hardware, software, apps and tools
2. Current technological equipment with up-to-date software, internet connection and latest version of web browser. When implemented in the school environment, a school computer lab or other room with computers.
3. Although self-evident, make sure that you promote a physically and emotionally safe participation framework through an appropriate preparation of students. To accomplish this, students' readiness to 'invite' and embrace the suggested project should be cultivated. For instance, introductory class discussions may help both students and teachers to estimate previous (needed) knowledge and educational needs as well.

4. *As* to teaching practice, autonomy supportive instruction, co-operative and collaborative methods, along with social-emotional learning and empathy fit very well to the issue of promoting inclusion.

5. Exhibit to all participants (students, teachers and parents) the connection between Physical Education courses and school's sport teams. Thus, the central idea of this practice is not restricted within physical education, but enhanced social relationships may expand to the rest domains of school life.

6. At the same time, design opportunities for expressing views, attitudes and self-reflections. Teachers may employ shorts forms of related self-expression like dance, drama, arts, drawing/painting, automated writing/speaking, mannequin challenge and storytelling. Evaluation forms can also be used in a pre-post design to document improvement and also facilitate experience of change.