



No 1 Behind

TRAINING from 27 May to 30 May 2025- VALLADOLID-Spain



About the project:

Project NO 1(one) Behind is about to increase the participation of children and youth with disabilities in sport and to leave no one behind parallel to promote an active and ecological lifestyle for having active citizenship, strengthening the integrity and values in sports, supporting a sustainable sports policy, as well as ensuring sectoral collaboration to raise awareness of the contribution that sport can make.

Key objectives:

- Promoting equal access to sport for children with disabilities.
- Offering training for coaches and new organizations to foster inclusive practices.
- Creating safe and healthy environments in schools and recreational facilities.
- Developing a manual and training module to guide sports clubs in inclusive methodologies.
- Facilitating exchange of best practices and cross-border cooperation between partners in North Macedonia, Portugal, and Spain.
- The project also emphasizes green practices (e.g., eco-friendly materials, reduced carbon footprint), digital tools for communication and training, and long-term sustainability through stakeholder engagement and public support.



Adaptive and inclusive sport in the European context

The European Model considers inclusive sport a fundamental tool for the health, well-being, and quality of life of any people, including with disabilities.

The goal of the European Disability Strategy is to strengthen European action and to define a general framework to guide the European Commission's work in proposing guidelines and making recommendations to Member States for action to promote better inclusion of people in sports.

The European Commission emphasizes the importance of improving well-being through sport and is committed to enhance the participation of people with disabilities in sports activities through increased cooperation with sports organizations.

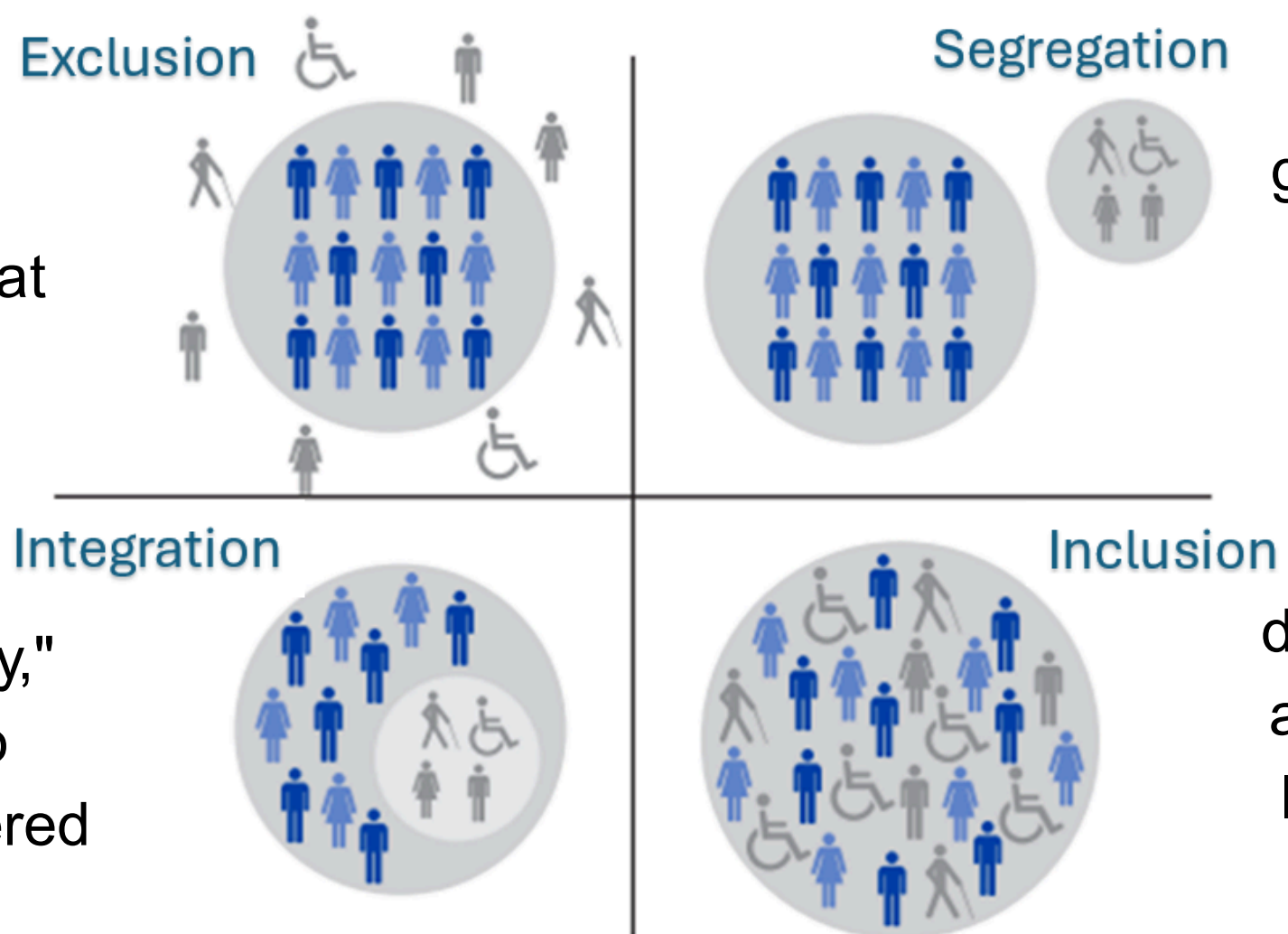
Inclusive sport should be understood as any sport activity that promotes the inclusion of people with functional diversity in society. Activities involve participation, always seeking equal opportunities and conditions between them in the field. Adaptive and inclusive sports are not quite the same. Both seek to provide people with equal opportunities to participate in sports regardless of their background, ability, or identity.



Exclusion stems from the idea that there are "normal" people and others who are not, meaning that people with functional diversity are left out of society. This perspective includes terms like impaired, handicapped, disabled, and invalid, which imply that having a disability means being inferior.

Maintains the idea of "normality," but assumes that people who manage to adapt will be considered part of society. The more rehabilitated and "normal" a person is, the more integrated they will be.

Different concepts:



Segregationism separates, excludes, and isolates minorities based on sexual, racial, religious, or ideological grounds. In segregation, people with disabilities live separately from others.

Happens when people with disabilities can participate in any activity with equal opportunities. Inclusion does not focus on the disability or diagnosis, but on abilities and individual characteristics, considering diversity as a human right.

Adaptive sports

Arises from the need to ensure that individuals with disabilities can practice sports with enough adaptations for safe and equitable participation. Types:

- **Recreational adapted sport:** focused on physical activity and well-being, without a competitive objective.
- **Competitive adapted sport:** regulated by federations and with specific competitions, such as the Paralympic Games or the Special Olympics.

Examples:

- Boccia.
- Goalball.



Boccia



Goalball



Goalball

Goalball is a unique team sport for athletes with visual impairments, played using a ball that contains bells inside so players can hear its movement. It is a Paralympic sport that combines skill, orientation, and teamwork.

Teams of three players try to throw the ball into the opposing team's goal while defending their own, using their bodies to block shots.

Specifically for athletes with visual impairments (B1–B3 classifications). All players wear blackout eye shades to ensure equal vision levels.

The ball is rolled or bounced across the floor toward the opponent's goal. Players use sound to track the ball and touch lines on the floor for orientation.



Boccia

Boccia is a precision ball sport designed for people with severe physical disabilities, especially those with conditions like cerebral palsy or muscular dystrophy. It is a Paralympic sport played individually, in pairs, or in teams.

Players aim to throw or roll colored balls as close as possible to a small white target ball called the jack.

Open to athletes with significant motor impairments. Players may use hands, feet, ramps, or assistive devices.

Two sides: one uses red balls, the other blue. Points are scored by being closer to the jack than the opponent.



Inclusive sports

Seeks to participate together in the same activity, without needing to create separate competitions or change the rules significantly.

The Olympic Studies Center (2021) claims inclusive sport is key to foster coexistence and break down prejudices about disability.

Examples:

- Mixed soccer, inclusive SUP, Muggle Quidditch or school games.
- Walking football/basketball.
- Pickleball.



Adaptative competition- History

The Paralympic movement emerged at the World War II.

Ludwin Guttman; neurosurgeon

- He was invited by the British government to establish a spinal injuries center.
- He believed sport was essential for physical and psychological recovery.
- Guttman introduced Athletic activities as part of therapy.

He created the First Stoke Mandeville Games for the wheelchair athletes in 1948 and the first official Paralympic Games were in Rome in 1960.



Types of disabilities

Physical Disabilities:

- Limitations on physical functioning or mobility
- ✓ Physical impairments
- ✓ Structure (amputation, malformations)
- ✓ Function (spinal cord injury, paraplegia)

Intellectual Disabilities:

- Cognitive functioning, such as learning
- Slower learning pace
- Adaptive functioning, such as communication skills and social participation.

Sensory Disabilities:

VISUAL IMPAIRMENT

- The partial or total inability of visual perception
- Different levels
- Low vision or blindness

HEARING IMPAIRMENT

- It happens when something affects your hearing system
- Hearing loss
- Most people lose their hearing gradually

Individual possibilities of an athlete

Know their capabilities, not their limitations

It's very important to Adapt the work to each athlete



Common benefits of practicing sport

Break down stereotypes
Promote social inclusion
Reduce stigma associated with disabilities

Physical

- Improved mobility and strength
- Can reduce the risk of secondary injuries or conditions
- Therapeutic role in rehabilitation

Psychological

- Boosted self-esteem and confidence
- Reduced anxiety and depression
- Empowering; participation can promote independence and a positive identity beyond disability

Socials

- Social inclusion
- Seeing athletes with disabilities succeed can challenge stereotypes
- Increase visibility and support networks

Key Points to Consider When Organizing Sports Activities for People with Disabilities

- ➔ When organizing sports activities for people with disabilities, it is essential to begin with an individual assessment to understand each person's abilities, limitations, and specific needs, sometimes in consultation with healthcare professionals.
- ➔ Ensuring accessibility is a fundamental aspect, including adapted facilities such as ramps, accessible restrooms, and safe surfaces, as well as appropriate sports equipment like sound balls or sports wheelchairs.
- ➔ Promoting inclusion and active participation is key, fostering integration with peers without disabilities and encouraging an atmosphere of respect, empathy, and cooperation. Activities should be flexible and adaptable, allowing for modifications in rules and structure to support equitable participation while maintaining a fun and engaging experience.

Key Points to Consider When Organizing Sports Activities for People with Disabilities

- ➔ Safety must always be prioritized, with trained staff supervising and creating a secure environment. It is also important that coaches and facilitators have appropriate training in adaptive sports and inclusive practices, as well as knowledge of first aid and specific protocols for various disabilities.
- ➔ Effective communication plays a vital role, requiring clear language, visual aids, or sign language where necessary, and always maintaining an open, respectful dialogue with participants and their families.
- ➔ Goals should be realistic and motivating, focused on personal development and the celebration of individual achievements rather than competition. Above all, the experience should be enjoyable and contribute positively to the participant's overall well-being.
- ➔ Finally, ongoing evaluation and feedback are essential to continuously improve the activity and ensure it meets the needs and expectations of all involved.

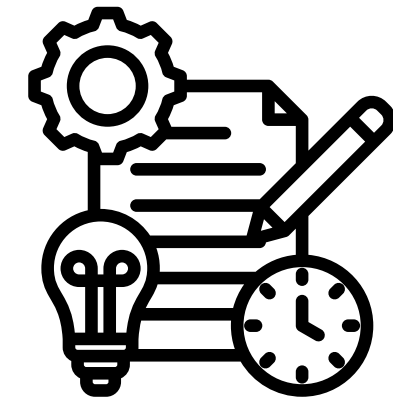
Methodology for Sports Activities with People with Disabilities

1. Initial Assessment

The first thing we have to do is to evaluate the context, needs, and capabilities:

- Type of disability (physical, sensory, intellectual, multiple).
- Individual functional level.
- Sport interests and preferences.
- Available infrastructure and resources.
- Presence of trained professionals (therapists, specialized coaches).

Tools: evaluation forms, interviews, mobility scales, adapted tests.



2. Setting Objectives

Define general and specific objectives:

- General: inclusion, health improvement, psychosocial development.
- Specific: increase mobility, improve coordination, encourage teamwork, reduce social barriers.

Methodology for Sports Activities with People with Disabilities

3. Designing Activities

Adapt activities based on abilities and needs. Make sure everyone can do it and adapt as needed.

Example:

Physical- Ball games in wheelchairs, assisted walks

Sensory- Sound-guided sports (e.g., goalball), use of tactile or visual signals

Intellectual- Simple games with clear rules, constant verbal or visual support

4. Staff Training

Train the team and give them tools in:

- First aid.
- Inclusive communication.
- Exercise adaptation.
- Motivation and emotional support.



Methodology for Sports Activities with People with Disabilities

5. Progressive Implementation

Develop a staged plan:

1. Initial adaptation: simple games, getting to know the group.
2. Development: gradually increasing difficulty.
3. Consolidation: internal tournaments, showcases or public events.

6. Evaluation and Feedback

- Direct observation and recordings.
- Periodic functional assessments.
- Interviews with participants and families.
- Adjust activities based on results.

7. Community Inclusion and Awareness

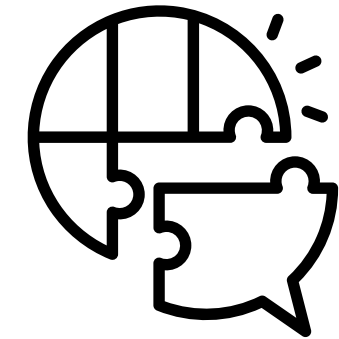
- Invite the community to participate.
- Run awareness campaigns.
- Organize inclusive events.



Methodology for Sports Activities with People with Disabilities

☀ Key Principles

- Safety first.
- Ensure that the space is inclusive and adapted to the needs of the group.
- Methodological flexibility.
- Individualized approach.
- Multidisciplinary teamwork. Important to have someone with training in special needs.
- Active participant involvement.
- Clear and understandable communication for everyone. Make sure everyone understands. If necessary, use pictograms to communicate.
- Create routines and workouts with the same structure
- Rewarding good performance, not speed. Letting each person take their time learning.
- Always communicate and try to put ourselves in the shoes of the people we are going to train.



Example of activity 1: Cooperative Station Circuit

General objective: To promote physical activity, cooperation, and inclusion through exercise stations adapted to diverse functional abilities.

Specific objective:

- Stimulate gross and fine motor coordination.
- Encourage social interaction among participants.
- Adapt movements based on individual capabilities.
- Provide a fun and inclusive recreational environment.

Participants:

- People with and without disabilities.
- Suggested age: 10 years and up.
- Max: 20 participants per session, divided into small teams.

Space: Gymnasium, schoolyard, or flat outdoor area.

Example of activity 1: Cooperative Station Circuit

Activity Structure:

- ◆ Phase 1: Warm-Up (10 min)

Gentle exercises adapted to participants' needs:

- Joint rotations (head, shoulders, arms).
- Walking or assisted movement with music.
- Guided stretching with verbal or visual support.

- ◆ Phase 2: Station Circuit (30 min)

Station 1: Throwing

- Objective: Throw a ball into a hoop or basket at different distances.
- Adaptation: Can be thrown with hands, feet, or with assistance; the hoop can be on the floor or elevated.

Station 2: Obstacle Path

- Objective: Move in a zigzag around cones.
- Adaptation: For wheelchair users, ensure wide, level paths. For visually impaired participants, use guiding ropes or assistants.



Example of activity 1: Cooperative Station Circuit

Station 3: Color Matching Throw

- Objective: Throw balls into color-matching buckets.
- Adaptation: Use sound cues or tactile guidance for the visually impaired; provide physical support for motor difficulties.

Station 4: Cooperative Walk

- Objective: In pairs, walk while holding a ball between them without dropping it.
- Adaptation: Use a larger ball or allow a third participant to assist if needed.

◆ Phase 3: Cool-Down (5–10 min)

- Guided breathing.
- Light stretching.
- Closing circle with free expression (e.g., "What did you like?" "What was difficult?").

*The activities will always depend on the group and its characteristics.

Example of activity 2: Coaches' Paralympic Challenge

This game is designed to be inclusive, fun, and highlight the challenges and triumphs of Paralympic sports in an engaging way, with coaches demonstrating the adapted movements.

Overall Goal: To promote understanding, empathy, and celebrate the spirit of Paralympic sports through lighthearted and challenging activities for the coaches.

Equipment Needed:

- Basketball hoop (adjustable height if possible), 2-3 basketballs
- Cones or markers (for "running" course)
- Large paper or whiteboard and Markers (various colors)
- Hula hoops (3-4)
- Small bells or shakers (to attach to hula hoops, or worn by coaches)
- Measuring tape or string (to mark distances)
- Whistle
- Music player (optional, for atmosphere)

Example of activity 2: Coaches' Paralympic Challenge

Game Schedule (45 Minutes):

Part 1: Warm-up & Introduction (5 minutes)

- 1: Coaches gather, welcome, and brief explanation of the "Coaches' Paralympic Challenge." Emphasize the fun, inclusive nature, and the goal of experiencing adapted movements.
- 2: Light warm-up stretches led by one of the coaches, focusing on joints and muscles that will be used.

Part 2: Paralympic Stations (35 minutes)

·Divide coaches into 2-3 teams (depending on the number of coaches). Each team rotates through the stations. Allow 5-7 minutes per station, with 1-2 minutes for transition. The kids with disabilities will act as judges for each station, cheering on the coaches and giving "points" for effort and creativity.

Station 1: One-Handed Basketball Throw (7 minutes)

- Challenge: Coaches must throw a basketball into the hoop using only one hand, aiming for a specific number of successful shots or a set time limit.
- Rules: Coaches must keep their other hand behind their back or in a pocket.
- Judging: Kids cheer on the coaches and count successful shots.

Example of activity 2: Coaches' Paralympic Challenge

Station 2: Single-Leg Hop Race (7 minutes)

- Challenge: Coaches hop on one leg around a pre-set cone course (e.g., a figure-eight or short slalom).
- Rules: Only one foot can touch the ground at a time. If the other foot touches, they restart from the point of contact.
- Judging: Kids time the coaches and cheer for their effort.

Station 3: Mouth-Drawing Olympic Rings (7 minutes)

- Challenge: Coaches, with a marker held in their mouth (secured with a headband/elastic band if needed), must draw the five Olympic rings on a large piece of paper or whiteboard.
- Rules: No hands can be used to steady the paper or marker.
- Judging: Kids assess the clarity and completeness of the rings, and award "points" for recognizable shapes.

Station 4: "Run on Ass" Race (7 minutes)

- Challenge: Coaches must move across a designated flat area using only their glutes/sitting muscles, propelling themselves forward without using their hands or feet.
- Rules: Hands and feet must be off the ground.
- Judging: Kids time the coaches and offer encouragement.

Example of activity 2: Coaches' Paralympic Challenge

Station 5: Hula Hoop "Shakes" Throw (7 minutes)

- Challenge: Coaches must throw a hula hoop (with small bells or shakers attached, or coaches wear shakers) and aim for a designated target area. The hula hoop must make noise during the throw.
- Rules: The hula hoop must be visibly shaking/making noise during its flight.
- Judging: Kids judge the accuracy of the throw and whether the hula hoop "shook" sufficiently.

Part 3: Cool-down & Reflection (5 minutes)

- Coaches and kids gather for a quick cool-down stretch.
- Facilitated discussion. Ask coaches about their experience:
 - "What was the most challenging activity for you and why?"
 - "What did you learn or realize about adapted sports?"
 - "How did it feel to perform these tasks?"
- Encourage kids to share their observations and enjoyment.
- Thank everyone for participating and reiterate the spirit of inclusivity.



Short Questionnaire for Evaluation

Coaches' Paralympic Challenge - Experience Questionnaire

Thank you for participating in the "Coaches' Paralympic Challenge"! Your insights are valuable as we continue to promote understanding and inclusion in sports. Please take a few moments to answer the following questions.

1. Overall Experience: * On a scale of 1 to 5 (1 = Not enjoyable at all, 5 = Extremely enjoyable), how enjoyable was the "Coaches' Paralympic Challenge" for you?
2. Difficulties Encountered: * Which activity did you find the most challenging, and why? Please describe any specific difficulties you experienced (e.g., physical, coordination, balance).
3. Feelings and Perceptions: * How did it feel to perform tasks with these adaptations? Did it change your perception of athletes with disabilities in any way?
4. Learning and Empathy: * What, if anything, did you learn or realize about adapted sports or the experiences of individuals with disabilities through this game?
5. Recommendations for Improvement: * Do you have any suggestions for how we could improve this game or similar activities in the future? (e.g., different challenges, equipment, duration)
6. Further Thoughts: * Is there anything else you would like to share about your experience today?

Now it's your turn to start learning and enjoying sports with people with disabilities.



No1Behind

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