

#Ramps4Champs2

TRAINING OF TRAINERS (ToT)



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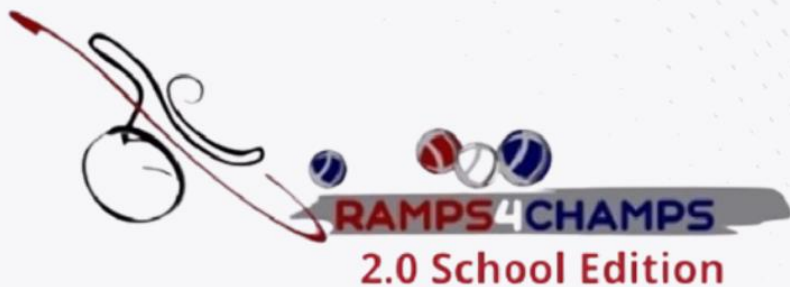


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Training of Trainers (ToT) – 5 Days Program

Module 1 – Day 1

Inclusive Physical Education in Schools and the Role of the Educator

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1. Module Summary

Physical Education (PE) is one of the richest pedagogical contexts for the promotion of inclusion in the school environment. The practical, cooperative and social nature of physical activities offers unique opportunities for the development of motor, social and emotional skills, as well as for the promotion of core values such as respect for diversity, empathy and cooperation.

However, the effective participation of all students in PE classes continues to face significant challenges. Physical, pedagogical and social barriers can limit the involvement of pupils with disabilities or with different levels of motor competence, often leading to situations of exclusion or limited participation.

The promotion of inclusive pedagogical practices in Physical Education requires, therefore, an intentional and reasoned approach, based on the adaptation of activities, the flexibility of teaching methodologies and the creation of learning environments that value diversity.

The principles of inclusive education are supported by important international documents, such as the Salamanca Statement and Framework for Action on Special Needs Education, which states that all children should learn together whenever possible, regardless of their differences.

In the field of physical activity, UNESCO's guidelines, through the Quality Physical Education (QPE) Guidelines for Policy Makers, highlight that quality Physical Education programmes must ensure equitable participation opportunities for all learners.

In Portugal, this principle is reinforced by the legal framework established in Decree-Law No. 54/2018, which establishes the legal framework for inclusive education and defines the responsibility of schools in creating educational responses appropriate to the needs of all students.

In this context, this module aims to train trainers who will train teachers, providing knowledge, pedagogical tools and practical strategies that allow the promotion of inclusive practices in school Physical Education.



The module combines:

- Theoretical framework
- Analysis of pedagogical practices
- Activities experienced
- critical reflection

allowing trainees to develop skills to act as multipliers of inclusive practices in their professional contexts.

2. Target Group, Prerequisites and Trainer Profile

2.1 Target group

This module is aimed at trainers who will train professionals in the field of Physical Education and school sport to implement inclusive pedagogical practices.

Trainees may include:

- Physical Education teachers
- Teacher trainers
- School Sports Coaches
- Sports Coaches
- technicians of educational or social projects related to sport

The objective is that these professionals can replicate the knowledge acquired, training other teachers and sports professionals.

2.2 Pre-requirements

Although the module has an introductory character regarding Inclusive Physical Education, it is recommended that trainees have:

- basic knowledge of Physical Education pedagogy
- previous teaching or sports training experience
- interest in inclusive educational practices

No previous experience in Adapted Physical Education is required, as the module introduces the fundamental concepts of this area.

2.3 Recommended trainer skills

The trainer responsible for the implementation of the module must have:

- experience in Inclusive or Adapted Physical Education
- experience in teacher training
- group facilitation skills
- ability to articulate pedagogical theory and practice

In addition, the trainer must adopt a pedagogical posture consistent with the principles of inclusion, promoting safe, collaborative and participatory learning environments.



3. Learning Outcomes

At the end of this module, trainees will be expected to demonstrate skills in three main dimensions: conceptual knowledge, pedagogical application and training facilitation.

Conceptual knowledge

Trainees should be able to:

- explain the concept of Inclusive Physical Education
- understand the principles of inclusive education applied to the school context
- recognise the political and legal framework of inclusion in education
- identify benefits of inclusive physical activity for learners with and without disabilities

Pedagogical application

Trainees should be able to:

- identify barriers to participation in Physical Education classes
- Adapt physical activities and games
- use pedagogical models of differentiation
- Plan inclusive lessons

Facilitation (ToT) skills

Trainees should be able to:

- conduct training sessions on Inclusive Physical Education
- use hands-on activities as awareness-raising tools
- promote critical reflection among teachers
- support teachers in adapting their pedagogical practices.

4. Key Messages

- Inclusion does not only mean presence, but meaningful participation.
- Physical Education can be a powerful instrument of social inclusion.
- The diversity of students is a pedagogical opportunity.
- The adaptation of activities is an ongoing process.
- The social climate of the class strongly influences student participation.

5. Key Terms and Definitions

Term	Definition
Inclusive Education	Educational approach that promotes the participation of all students.
Adapted Physical Education	Physical Education area that adapts activities to the abilities of the participants.



Term	Definition
Meaningful participation	Active involvement of the student in activities with pedagogical value.
Pedagogical differentiation	Teaching strategy that adapts objectives and methods to the characteristics of the students.
Barriers to participation	Obstacles that limit the participation of students in the activities.

6. Materials, Logistics and Space Organization

The proper preparation of materials, space and logistical organization is a determining factor for the success of the training. In particular, in a training dedicated to Inclusive Physical Education, the organization must reflect the very principles of inclusion that are intended to be transmitted to the participants.

In this module, activities include theoretical moments, group reflection and practical activities based on inclusive games and pedagogical simulations inspired by the project We Play Everything, We Play Everyone. Thus, it is recommended to use spaces that allow you to easily alternate between moments of theoretical exposition and moments of practical experimentation.

Effective management of materials and human resources also contributes to creating a safe, dynamic and pedagogical environment where participants can experiment with different strategies for adapting physical activities.

6.1 Bill of Materials

The following table presents the main materials necessary for the dynamization of the activities proposed in this module.

Material	Recommended Amount	Usage
Multimedia projector	1	Presentation of theoretical content
Laptop	1	Presentation support
Flipchart	1–2	Recording ideas during discussions
Flipchart Bookmarks	4–6	Writing in group work
Post-its	1 block per group	Reflections and brainstorming activities
Cones or field markers	20–30	Delimitation of play spaces
Balls of different sizes	6–8	Adapted games



Material	Recommended Amount	Usage
Balloons	20–30	Cooperative and adaptation games
Bowling pins or bottles	10	Precision activities
Sound balls (or balls with bells)	2–4	Simulation of visually impaired activities
Blindfolds	10–12	Awareness-raising activities
Chairs	12–20	Reduced mobility simulation
Ropes or ribbons	3–4	Networking or zoning
Boxes or targets	6–8	Precision games
Worksheets (pedagogical annexes)	1 per participant	Support for reflection activities

Whenever possible, it is recommended that the trainer present examples of adapted materials, demonstrating that many adaptations can be carried out with simple and low-cost resources.

This approach is consistent with the Quality Physical Education (QPE) Guidelines for Policy Makers developed by UNESCO, which highlight the importance of pedagogical creativity in the adaptation of physical activities.

6.2 Space Requirements

The activities in this module can be carried out in different types of educational spaces, as long as they comply with basic safety conditions and allow practical activities to be carried out.

Ideally, training should use two types of complementary spaces:

1. Space for theoretical sessions

It can be:

- Classroom
- Training room
- Small auditorium

Requirements:

- Capacity for all participants
- Flexible seating arrangement (preferably in semi-circle or groups)
- Access to multimedia projector
- Frame or flipchart
- Adequate lighting

This space will be used for:

- presentation of theoretical concepts



- Group discussion
- analysis of pedagogical cases.

2. Space for hands-on activities

It can be:

- pavilhão desportivo
- School Gymnasium
- flat outer field
- multipurpose room

Key requirements:

- Flat and safe surface
- Enough space to divide participants into small groups
- possibility of delimiting activity zones
- Easy access to sports equipment

An approximate minimum area of 15 × 20 meters is recommended, allowing the creation of different activity stations.

Organization of the space for practical activities

During the module, the space can be organized into learning stations, allowing small groups to experience different inclusive activities.

Example:

Season 1 – cooperative play
Season 2 – visual impairment simulation
Season 3 – sports game adaptation
Season 4 – adapted precision activity

This organization facilitates the active participation of all trainees and allows different pedagogical strategies to be explored.

6.3 Human Resources

To ensure the quality of the training, the presence of a small facilitation team is recommended.

Lead Trainer

Recommended quantity: **1**

Responsibilities:

- conduct training
- present the theoretical contents
- guide practical activities
- facilitate moments of reflection



Assistant or co-trainer (optional, but recommended)

Recommended quantity: **1**

Responsibilities:

- support the organisation of activities
- assist in the distribution of materials
- accompany groups during practical activities
- support participants with difficulties.

The presence of a co-trainer is particularly useful during practical activities, allowing you to:

- Better supervision
- Increased safety
- individualized support.

Trainees

Recommended number of trainees per training: **12 to 20 trainees**

This number allows:

- Meaningful interaction
- Small group work
- adequate pedagogical follow-up.

6.4 Accessibility and Security Considerations

Training should reflect the principles of inclusive education defined in international documents such as the Salamanca Statement and Framework for Action on Special Needs Education and framed in the Portuguese education system through Decree-Law No. 54/2018.

Thus, different dimensions of accessibility must be considered.

Physical accessibility

The space must guarantee:

- step-free or ramp-free access
- Sufficiently long portholes
- Free obstacle runners
- accessible bathrooms.

Whenever possible, spaces should allow the circulation of people with reduced mobility.

Pedagogical accessibility

During training, the trainer must use strategies that favor the understanding of all trainees.

Examples:

- Clear and structured explanations



- Hands-on demonstrations
- Use of visual resources
- Repetition of important instructions

Physical Security

During the practical activities, the following measures should be considered:

- Check the condition of the floor before activities
- Ensure materials are in good condition
- avoid slippery areas
- ensure adequate distances between groups.

In addition, during simulation activities (e.g. blindfolded), it is essential to ensure:

- Constant supervision
- Routes free of dangerous obstacles
- support from colleagues or the trainer.

Psychological safety

The creation of a respectful environment is also essential.

During the training, the trainer should:

- promote inclusive language
- avoid stigmatization of people with disabilities
- Encourage respect and empathy
- intervene in the face of discriminatory comments.

7. Agenda of the Day

Total duration of the training day (including breaks and lunch): 6 hours

The day's agenda is progressively organized, combining moments of conceptual framework, pedagogical reflection and practical experimentation, allowing participants to understand the principles of Inclusive Physical Education and apply them in concrete activities.

The structure of the day follows a pedagogical logic that evolves from:

1. Understanding the concept of inclusion
2. Identification of barriers
3. exploration of pedagogical strategies
4. hands-on experimentation of inclusive games
5. Reflection on the role of the educator

This model is consistent with the principles of the Quality Physical Education (QPE) Guidelines for Policy Makers promoted by UNESCO, which advocate an integrated approach between theory and practice in the training of Physical Education teachers.

Schedule of the day



Schedule	Session	Contents
09:30 – 09:45	Opening of training	Presentation of the program, training objectives and project framework
09:45 – 10:30	Session 1 – Fundamentals of Inclusive Physical Education	Key concepts, principles of inclusion and the role of Physical Education in the school context
10:30 – 11:15	Session 2 – Barriers to participation in Physical Education classes	Identification of physical, pedagogical and social barriers
11:15 – 11:30	Pause	Break
11:30 – 12:15	Session 3 – Pedagogical strategies for inclusion	Pedagogical differentiation, adaptation of activities and the TREE model
12:15 – 13:00	Session 4 – The role of the educator in promoting inclusion	Class climate, student cooperation, and peer support strategies
13:00 – 14:00	Lunch break	Break
14:00 – 14:45	Session 5 – Inclusive games and hands-on experimentation	Experimentation of adapted games inspired by the project "We Play Everything, We Play Everyone"
14:45 – 15:15	Session 6 – Planning inclusive activities	Construction of adapted activity proposals
15:15 – 15:30	Synthesis and final reflection	Discussion, evaluation of training and connection to the following modules

Total duration

6 hours of training, distributed as follows:

- **Total time of training sessions:** 4h45
- **Morning break:** 15 minutes
- **Lunch break:** 1 hour

Expected products of the day

By the end of the module, trainees are expected to have developed knowledge and tools that will enable them to promote inclusive pedagogical practices in Physical Education.

The main pedagogical products expected include:

1. Identification of barriers to participation

Trainees should be able to identify common barriers to participation in Physical Education classes and propose strategies to overcome them.



2. Set of inclusive pedagogical strategies

Trainees should know and apply different strategies for adapting activities, including:

- Adapting rules
- Adaptation of materials
- cooperative organization of activities
- pedagogical differentiation.

3. Hands-on experience of inclusive games

The trainees will have tried different adapted games that can be used in a school context to promote the participation of all students.

4. Initial proposal for inclusive activity

During the training, the trainees will develop a simple proposal for an adapted activity or game, which can be applied in their classes or used in future training.

5. Reflection on the role of the educator

The trainees will have reflected on the role of the Physical Education teacher as an agent promoting inclusion, recognizing the importance of pedagogical attitudes and the social climate of the class.

8. Written Content

This chapter brings together theoretical and pedagogical information that complements the contents covered in the different training sessions. These texts work as support material for trainees, allowing them to deepen the main concepts related to Inclusive Physical Education and the role of the educator in promoting the participation of all students.

The contents presented in this chapter are organized according to the main themes addressed throughout the training day, corresponding to the sessions foreseen in the module agenda.

8.1 Fundamentals of Inclusive Physical Education

Inclusive Physical Education is based on the principle that all students should have the opportunity to participate in physical and sports activities that contribute to their motor, social and emotional development, regardless of their abilities, personal characteristics or specific needs.

Inclusion in the school context implies more than ensuring the physical presence of students in class. The central objective is to promote meaningful participation, allowing all students to actively engage in activities and benefit from the learning experiences provided by Physical Education.

This principle is enshrined in important international documents, such as the Salamanca Statement and Framework for Action on Special Needs Education, which states that



schools should accommodate all students, regardless of their physical, intellectual, social or cultural differences.

In the field of physical activity, the Quality Physical Education (QPE) Guidelines for Policy Makers developed by UNESCO argue that Physical Education programmes should offer equitable opportunities for participation and promote safe and inclusive learning environments.

Physical Education plays a particularly relevant role in promoting inclusion, because:

- promotes social interactions among students
- values different forms of competence
- allows for cooperation and teamwork experiences
- It contributes to the development of self-esteem and confidence.

In order for these objectives to be achieved, it is essential that teachers adopt flexible pedagogical practices, capable of responding to the diversity present in the classes.

8.2 Barriers to Participation in Physical Education Classes

Despite the inclusive potential of Physical Education, the participation of some students may be limited by different types of barriers.

These barriers can be classified into three main categories: physical barriers, pedagogical barriers and social barriers.

Physical barriers

Physical barriers are related to the environment or the organization of the space where the activities take place.

Examples include:

- Inaccessible sports facilities
- Inadequate equipment
- Absence of adapted materials
- practice spaces that are too complex or dangerous.

These barriers can make it difficult for students with reduced mobility or other specific needs to participate.

Pedagogical barriers

Pedagogical barriers often result from the way activities are organised or taught.

Some examples include:

- Overly competitive activities
- Overly strict rules
- Tasks with a single difficulty level
- lack of adaptations for different levels of competence.

When activities are not adapted, some students may feel frustration or exclusion.



Social barriers

Social barriers are related to attitudes and behaviors present in the group.

Examples include:

- Prejudices towards disability
- stigmatization of students with lower motor competence
- exclusion by colleagues.

Research in the area of Adapted Physical Education shows that the social climate of the classroom plays a key role in promoting inclusion.

For this reason, the teacher must take an active role in creating an environment of respect and cooperation among students.

8.3 Pedagogical Strategies for Inclusion

The promotion of inclusion in Physical Education classes requires the use of pedagogical strategies that allow the adaptation of activities to the characteristics of the students.

One of the most used strategies is pedagogical differentiation, which involves adjusting objectives, tasks and teaching methods to the needs of students.

Among the main inclusion strategies are:

- Adaptation of the rules of activities
- Use of modified materials
- Organization of heterogeneous groups
- Promotion of cooperative activities
- Creation of different levels of challenge.

The TREE model

A particularly useful tool for the adaptation of physical activities is the TREE model.

This model proposes four dimensions of adaptation:

Item	Meaning	Examples
Teaching	Way of teaching	Visual demonstrations, step-by-step instructions
Rules	Rules	Simplification or amendment of the rules
Equipment	Material	Use of larger or lighter balls
Environment	Space	Changing the size of the field or the organization of the space

The application of this model allows teachers to adjust activities in a simple and effective way, increasing the opportunities for participation for all students.

8.4 The Role of the Educator in Promoting Inclusion

The Physical Education teacher plays a central role in promoting inclusion in the school context.

In addition to planning and organizing activities, the teacher directly influences:



- The social climate of the class
- interactions between students
- the way differences are perceived and valued.

A teacher who is committed to inclusion seeks to create an environment where all students feel respected and valued.

Some strategies that can be used include:

- encourage cooperation between colleagues
- promote peer-to-peer support
- Valuing individual effort
- recognize different forms of success.

In addition, the teacher should encourage students to take on different roles during activities, such as:

- player
- Referee
- Organizer
- observer.

This approach allows for increased opportunities for participation and reinforces the autonomy of students.

8.5 Inclusive Games and Experiential Learning

The use of inclusive games is an effective strategy to promote the participation of all students in Physical Education classes.

Adapted games allow you to experiment with different forms of participation and help students to understand the difficulties that some classmates may face.

In this module, games inspired by the project Jogamos Tudo, Brincamos Todos are used, which aims to promote experiences of inclusion through physical activity.

Some examples include:

- Peer cooperation activities
- games with simulated limitations (e.g., low vision)
- Adapted precision games.

These activities have several pedagogical benefits:

- promote empathy among students
- encourage cooperation
- allow you to experiment with different adaptation strategies.

Experiential learning is particularly effective in teacher training, as it allows a practical understanding of the challenges associated with inclusion.

8.6 Planning of Inclusive Activities

Implementing inclusive practices requires careful planning of activities.

When planning an inclusive lesson, the teacher should consider several aspects:

- Class characteristics



- Levels of motor competence
- specific needs of some students
- pedagogical objectives of the class.

A useful strategy is to predict different levels of difficulty within the same activity, allowing each student to participate according to their abilities.

For example, in a throwing game, different throwing distances can be created, allowing all students to have a chance to succeed.

8.7 Pedagogical Reflection and Professional Development

The promotion of inclusion in Physical Education is a continuous process of learning and reflection.

Teachers should regularly evaluate their pedagogical practices, seeking to identify:

- Strategies that work well
- Difficulties encountered
- opportunities for improvement.

The sharing of experiences between teachers and participation in continuous training actions are also important for the development of inclusive practices.

In the context of this Train-the-Trainers training, participants are expected to also take an active role in the dissemination of good practices, contributing to the creation of more inclusive educational environments in their schools and communities.

9. Session Scripts and Main Activities

This chapter presents the detailed scripts of the sessions that make up the formation day. Each session includes practical guidelines that support the work of the trainer in the implementation of the activities set out in the agenda.

The sessions combine moments of theoretical exposition, collective reflection and practical experimentation, allowing trainees to understand the principles of Inclusive Physical Education and explore pedagogical strategies that can be applied in a school context.

Session 1 – Fundamentals of Inclusive Physical Education

Duration: 45 minutes

Room organization:

Chairs arranged in semicircles or small groups of 3–4 graduates; projector and flipchart at the front of the room.

Materials:

- Computer and projector
- Slide Show
- flipchart



- Bookmarks
- Post-its

Pedagogical annexes used:

- Appendix 1 – Checklist of Inclusion in Physical Education Classes

Session Steps

1. Welcome and presentation of the module (10 min)

The trainer presents the objective of the training and the framework of the module in the Train-the-Trainers program. The trainees are invited to briefly share their professional experience in Physical Education.

2. Initial presentation on Inclusive Physical Education (15 min)

The trainer presents the fundamental concepts related to inclusion in the educational context, addressing:

- The concept of meaningful participation
- Principles of inclusive education
- the role of Physical Education in promoting inclusion
- benefits of physical activity for all students.

During this stage, relevant international documents such as the Salamanca Statement and Framework for Action on Special Needs Education and the guidelines of UNESCO's Quality Physical Education (QPE) Guidelines for Policy Makers can be referenced.

3. Individual reflection activity (10 min)

Each trainee receives a post-it note and is invited to answer the following question: "What is the biggest challenge to promote inclusion in Physical Education classes in your school reality?"

Trainees record their answer and place the post-it note on a board or flipchart.

4. Group discussion (5 min)

The trainer groups the answers by categories (e.g., resources, attitudes, organization of activities) and promotes a brief discussion.

5. Summary of the session (5 min)

The trainer highlights the main ideas and links them to the following sessions of the training.

Focus on inclusion

- value the diversity of participants' experiences
- promote a positive view of inclusion



- emphasize that all students can participate in a meaningful way.

Focus on safety

Create a respectful sharing environment, where trainees feel comfortable discussing difficulties or challenges encountered in professional practice.

Reflection questions

- What does meaningful participation mean in the context of Physical Education classes?
- What challenges are there in your school to promote inclusion?
- What role can teachers play in overcoming these challenges?

Session 2 – Barriers to Participation in Physical Education Classes

Duration: 45 minutes

Organization of the room:

Tables organized in small working groups (3–4 trainees).

Materials:

- flipchart
- Bookmarks
- Worksheets

Pedagogical annexes used:

- Annex 2 – Inclusive Participation Observation Tool

Session Steps

1. Introduction to the theme (10 min)

The trainer presents the concept of barriers to participation, explaining that these can be physical, pedagogical or social.

2. Small group work (15 min)

Each group receives a worksheet and must identify examples of barriers to participation in Physical Education classes.

Groups should think of real examples from the school context.

3. Sharing and discussion (10 min)

Each group presents the results of its discussion. The trainer records the main ideas on the flipchart.



4. Connection to pedagogical practice (10 min)

The trainer presents strategies that can help overcome the identified barriers.

Focus on inclusion

Encourage trainees to reflect on how small pedagogical changes can significantly increase student participation opportunities.

Focus on safety

Ensure that the discussion does not turn into a criticism of schools or colleagues, but rather a constructive reflection.

Reflection questions

- What kind of barriers are most frequent in Physical Education classes?
- Which of these barriers can be solved by the teacher?
- What strategies can be implemented to increase student participation?

Session 3 – Pedagogical Strategies for Inclusion

Duration: 45 minutes

Room organization:

Semicircle with space for demonstrations.

Materials:

- balls
- Balloons
- Cones

Pedagogical annexes used:

- Annex 4 – Activity Adaptation Guide (TREE model)

Session Steps

1. Introduction to the TREE model (10 min)

The trainer presents the TREE model, used in the area of Adapted Physical Education to adapt physical activities.

2. Practical demonstration (15 min)

The trainer demonstrates how a simple game can be adapted by changing from:

- Rules
- Materials
- Space
- teaching method.



3. Group work (15 min)

The trainees receive an example of physical activity and must propose adaptations using the TREE model.

4. Discussion and synthesis (5 min)

The trainer presents the main conclusions of the activity.

Focus on inclusion

Show that many adaptations can be made in a simple and creative way, using materials available in schools.

Focus on safety

Ensure that proposed accommodations do not create physical risks for students.

Reflection questions

- What adaptations can be made without changing the objectives of the activity?
- How to ensure that all students feel challenged and included?

Session 4 – The Role of the Educator in Promoting Inclusion

Duration: 45 minutes

Organization of the room:

Discussion circle.

Materials:

- flipchart
- Bookmarks

Pedagogical annexes used:

- Annex 9 – Inclusive Communication Guide

Session Steps

1. Introduction to the role of the educator (10 min)

The trainer discusses the importance of the teacher's attitudes in promoting inclusion.

2. Case study (15 min)

The trainees analyze a fictitious situation of exclusion of a student during a Physical Education class.

3. Group discussion (15 min)

The trainees discuss possible interventions by the teacher.



4. Summary of the session (5 min)

The trainer highlights the most effective pedagogical strategies.

Focus on inclusion

Promote an approach based on respect and appreciation of differences.

Focus on safety

Ensure that pedagogical strategies promote an emotionally safe environment.

Reflection questions

- How can the teacher promote cooperation among students?
- How does the class climate influence participation?

Session 5 – Inclusive Games and Hands-On Experimentation

Duration: 45 minutes

Organization of the space:

Pavilion or gymnasium with activity stations.

Materials:

- Balloons
- balls
- Sales
- Cones

Pedagogical annexes used:

- Annex 5 – Pedagogical Sheet of the Game "Follow Me"
- Annex 6 – Pedagogical Sheet of the Game "BalãoBall"
- Appendix 7 – Pedagogical Sheet of "Sitting Bowling"
- Annex 8 – Pedagogical Sheet of the "Boxes" Game

Session Steps

1. Introduction to practical activities (5 min)

The trainer explains the objectives of the session.

2. Rotation through the activity stations (30 min)

Trainees experience different inclusive games in small groups.

3. Group discussion (10 min)

The trainees reflect on their experiences.



Focus on inclusion

Promote empathy and understanding of the difficulties faced by some students.

Focus on safety

Constant supervision during simulation activities.

Reflection questions

- What adaptations allowed everyone to participate?
- How to apply these activities in Physical Education classes?

Session 6 – Planning Inclusive Activities

Duration: 30 minutes

Organization of the room:

Work in small groups.

Materials:

- Worksheets
- Bookmarks

Pedagogical annexes used:

- Annex 3 – Model Inclusive Classroom Plan

Session Steps

1. Introduction to the activity (5 min)

The trainer explains the objective of the task.

2. Group work (20 min)

The trainees develop a proposal for an inclusive activity.

3. Sharing and conclusion (5 min)

Some groups present their proposals.

Focus on inclusion

Ensure that the proposed activities offer different forms of participation.

Focus on safety

Check that the planned activities are safe for all students.

Reflection questions

- What adaptations were included in the activity?



- How to ensure that all students actively participate?

10. Guidelines on Inclusion and Accessibility

The promotion of inclusive practices in Physical Education requires an intentional pedagogical approach, which takes into account the diversity of abilities, experiences and needs present in each class. The teacher plays a key role in creating accessible and participatory learning environments, ensuring that all students have real opportunities to engage in the proposed activities.

Inclusion in Physical Education classes is not limited to the adaptation of motor tasks; It also involves the creation of conditions for effective communication, the proper organisation of space and the provision of different forms of participation. This approach is aligned with international principles of inclusive education, such as those advocated by the Salamanca Statement and Framework for Action on Special Needs Education, and with the guidelines for quality Physical Education programmes defined in UNESCO's Quality Physical Education (QPE) Guidelines for Policy Makers.

In the context of Physical Education, guidelines on inclusion and accessibility should focus particularly on two essential dimensions: pedagogical communication and options for participation in activities.

10.1 Communication tips

Communication plays a central role in promoting inclusion. Unclear instructions, overly complex explanations or lack of practical demonstrations can be barriers to participation for some pupils.

For this reason, the teacher must adopt communication strategies that facilitate the understanding of the tasks by all students.

Use clear and simple language

Whenever possible, instructions should be presented in a straightforward and structured manner, using short sentences and accessible vocabulary. When activities are complex, it can be helpful to break the explanation into several steps.

For example, instead of explaining all the rules of a game at once, the teacher can first introduce the basic dynamics of the activity and introduce additional rules progressively.

Combine verbal explanation with practical demonstration

Visual demonstration facilitates the understanding of motor tasks, especially for students who have difficulties processing verbal information.

Whenever possible, the teacher can:

- demonstrate the movement or task
- ask a student volunteer to perform the demonstration
- use short videos or illustrative images.



This type of approach is particularly useful when introducing new activities or adapted games.

Check the understanding of the instructions

After explaining an activity, the teacher can check if the students have understood the instructions through simple questions, such as:

- "Who can explain the main rule of the game again?"
- "What is the purpose of the activity?"

This process allows you to identify doubts and ensure that all students are prepared to start the task.

Use visual or auditory cues

In some situations, it may be helpful to supplement verbal communication with visual or auditory cues, such as:

- Gestures to indicate the start or end of the activity
- beeps (whistle or clapping)
- visual cards or markers.

This type of strategy can facilitate the participation of students with attention or comprehension difficulties.

Encourage peer-to-peer communication

Communication between colleagues can be an important resource to promote inclusion. In many activities, students can work in pairs or small groups, supporting each other in carrying out tasks.

This strategy promotes not only participation, but also the development of social skills such as cooperation and empathy.

10.2 Options for participation in activities

One of the main strategies to promote inclusion in Physical Education classes is to offer different forms of participation in activities.

Not all students have the same motor skills or the same level of confidence in physical activities. For this reason, it is important that the proposed tasks allow for different levels of involvement and challenge.

Offer different levels of difficulty

Whenever possible, activities should include different levels of challenge, allowing students to participate according to their abilities.

For example, in a target throwing exercise, the teacher can set various throwing distances, allowing each student to choose the level that best matches their abilities.

This approach favors individual success and avoids situations of frustration.



Adapt rules and materials

Adapting rules and materials can significantly facilitate the participation of all students.

Some examples include:

- use larger or lighter balls
- allow more time to accomplish a task
- Reduce the size of the playing field
- simplify complex rules.

These adaptations are often used in the area of Adapted Physical Education and allow to increase the opportunities for participation without changing the pedagogical objectives of the activity.

Diversify roles within activities

Another important strategy is to allow students to take on different roles during activities.

In addition to the role of player, students can also participate as:

- Referee
- Observer
- Scorer
- responsible for the material.

This approach broadens opportunities for participation and values different types of contribution within the class.

Promote cooperative activities

Cooperative activities are particularly effective in promoting inclusion, as they emphasize teamwork and collaboration among students.

In these contexts, the success of the activity depends on the contribution of all members of the group, encouraging students to support their colleagues and value the different skills present in the class.

Allow choice and autonomy

Whenever possible, students should have the opportunity to choose between different activities or forms of participation. The possibility of choice increases motivation and allows students to engage in activities in a more meaningful way.

For example, at an activity station, students can choose which challenge they want to accomplish or which role they prefer to play.

11. Quality Evaluation and Control

The evaluation of training is a key element to ensure the quality of the training process and to verify that the expected learning outcomes have actually been achieved by the learners.



In this module, assessment is conceived as a formative and continuous process, integrating different strategies that allow the collection of evidence of the learners' learning throughout the sessions.

Assessment strategies include:

- observation of participation in activities
- Analysis of group work
- Quick knowledge check
- self-assessment of the participants.

This approach allows the trainer to track the progress of the trainees and adjust the conduct of the training where necessary.

11.1 Evidence that learning outcomes have been achieved

The following table presents the main learning outcomes associated with the module sessions, as well as the evidence and tools that can be used to verify that these outcomes have been achieved.

Session	Expected learning outcomes	Evidence/tools used
Session 1 – Fundamentals of Inclusive Physical Education	Understand the concept of Inclusive Physical Education and recognize the importance of meaningful participation by all students.	Participation in the initial discussion; answers on post-its about inclusion challenges; observation of participation in the debate.
Session 2 – Barriers to participation in Physical Education classes	Identify different types of barriers to participation (physical, pedagogical and social) present in the school context.	Results of the group work on identifying barriers; presentation of the conclusions by the groups; use of the observation grid.
Session 3 – Pedagogical strategies for inclusion	Apply strategies for adapting activities using the TREE model.	Proposals for adaptation presented by the groups; discussion of the solutions found; analysis of the suggested adaptations.
Session 4 – The role of the educator in promoting inclusion	Recognize the role of the teacher in creating inclusive environments and promoting positive interactions between students.	Participation in the analysis of the case study; contributions presented during the group discussion.
Session 5 – Inclusive games and hands-on experimentation	Try adapted games and reflect on strategies that promote the participation of all students.	Participation in practical activities; observation of the involvement of the participants; final discussion about lived experiences.



Session	Expected learning outcomes	Evidence/tools used
Session 6 – Planning inclusive activities	Develop a simple proposal for an adapted activity or game applicable in a school context.	Preparation of proposals for inclusive group activities; presentation and discussion of proposals.

This table allows the trainer to track the progress of the learners and collect concrete evidence of learning throughout the module.

11.2 Quick knowledge check

At the end of the training, the trainer can perform a quick knowledge check to consolidate the main contents covered during the day.

This can take the form of a short oral or written questionnaire, or a guided group discussion.

Some examples of questions or topics include:

1. Define, in one sentence, the concept of Inclusive Physical Education.
2. What does meaningful participation in Physical Education classes mean?
3. Name three types of barriers that may limit students' participation in physical activities.
4. Briefly explain the TREE model and how it can be used to adapt physical activities.
5. Give two examples of adaptations that can be made to make a game more inclusive.
6. What role can the teacher play in promoting an inclusive climate in the classroom?
7. Why can cooperative activities favor inclusion in Physical Education classes?

These questions allow you to quickly check whether the trainees have understood the fundamental concepts covered during the training.

11.3 Trainees' self-assessment

Self-assessment is an important strategy to encourage learners to reflect on their own learning and how they can apply the knowledge acquired in their professional context.

At the end of the training, trainees may be asked to reflect on the following statements, using a scale of 1 to 5:

(1 – Strongly disagree | 5 – Strongly agree)

- I understand the fundamental principles of Inclusive Physical Education.
- I can identify barriers that can limit student participation in Physical Education classes.
- I feel able to adapt physical activities to respond to the diversity of students' abilities.
- I can use communication strategies that favor the participation of all students.
- I can plan PE activities that offer different participation options.
- I feel prepared to apply the knowledge acquired in my professional context.



- I feel confident to share this knowledge with other teachers or professional colleagues.

After completing the self-assessment, the trainer can promote a brief moment of collective reflection, inviting the trainees to share:

- an aspect of the training that they found particularly useful
- a strategy that they intend to apply in their future classes or training.

This final moment allows for the reinforcement of learning and encourages the transfer of acquired knowledge to professional practice.

12. Slides and Visuals

The support slides are an important pedagogical resource to support the conduct of the module sessions, allowing the content to be organized clearly and facilitating the understanding of the main concepts by the trainees.

In a context of train-the-trainers, slides should be designed in a synthetic and visual way, favouring schemes, images and practical examples, rather than long blocks of text. The main objective is to support the trainer's explanation and facilitate discussion with the participants.

The contents presented in the slides must be aligned with the principles of inclusive education present in the Salamanca Statement and Framework for Action on Special Needs Education and in the Physical Education quality guidelines proposed in UNESCO's Quality Physical Education (QPE) Guidelines for Policy Makers, as well as with the national legal framework established by Decree-Law No. 54/2018 on inclusive education.

Recommended Slide Deck Length

It is recommended that the trainer use a presentation deck with approximately 25 to 35 slides, which corresponds to an average of 4 to 6 slides per session, considering that the module includes moments of discussion, practical activities and group work.

This extension allows you to:

- structure the essential contents of training;
- visually support the trainer's explanations;
- avoid excess information that can reduce interaction with participants.

Whenever possible, slides should include:

- images or explanatory schemes;
- examples of adapting activities;
- simple charts or tables;
- questions for reflection.



Minimal Slide Topics

The presentation should include, at least, the following topics, organized according to the contents covered throughout the day's agenda.

Training framework

- Propósito do formato educativo Train-the-Trainers (ToT) e objetivos do Módulo
- Importance of Inclusive Physical Education in the school context.
- Role of trainers in training teachers for inclusive pedagogical practices.
- Conceptual framework of inclusive education in international education policies.

Fundamental concepts of Inclusive Physical Education

- Key terms:
 - Inclusion
 - Meaningful participation
 - Pedagogical differentiation
 - Adaptation of activities
 - Peer-mediated inclusion
- Concept of Adapted Physical Education and its importance for the participation of students with different abilities.
- Fundamental principles of inclusion in Physical Education classes.

Barriers to participation in Physical Education classes

- Types of barriers to student participation:
 - Physical and environmental barriers
 - Pedagogical barriers
 - social and attitudinal barriers.
- Examples of real situations that may limit the participation of some students.
- Strategies to reduce or eliminate these barriers.

Participation Options Model

- Presentation of the model of options for participation in the activities, including different possible roles for the students:
 - Play
 - watch
 - Arbitrate
 - Organize
 - support colleagues.
- Importance of role diversification to increase opportunities for participation.
- Examples of application of this model in practical activities.



Pedagogical strategies for inclusion

- Principles of adaptation of physical activities.
- Presentation of the **TREE** model for task adaptation:
 - T – Teaching style
 - R – Rules
 - E – Equipment
 - E – Environment
- Concrete examples of school game adaptation.

Peer-mediated inclusion

- Role of colleagues in promoting participation.
- Cooperation and support strategies among students.
- Limits of the role of the buddy colleague:
 - Support without replacing
 - Encourage autonomy
 - promote positive interactions.

Examples of inclusive games

- Presentation of adapted games that can be used in a school context.
- Examples of possible adaptations for different levels of capacity.
- Illustrations or schemes of space organization.

Organization of space and activities

- Example of activity station layout.
- Definition of clear areas of play and circulation.
- Strategies for organizing groups of students in inclusive activities.

Planning inclusive activities

- Essential elements of an inclusive lesson plan:
 - Objectives of the activity
 - organization of space
 - Materials Needed
 - Possible adaptations
 - students' roles.
- Simplified examples of inclusive activity planning.

Pedagogical reflection and debriefing

- Importance of reflection after carrying out the activities.
- Guiding questions for the debriefing with the students.
- Strategies to evaluate student participation and involvement in activities.



Final summary

- Key ideas of the module.
- Role of the Physical Education teacher as an agent of inclusion.
- Challenges and opportunities for the implementation of inclusive practices in schools.

Attachments

Module 1 includes:

1. Inclusion Checklist in Physical Education Classes
2. Inclusive Participation Observation Tool
3. Inclusive Lesson Plan Template
4. Activity Adaptation Guide (TREE model)
5. Pedagogical Sheet of the Game "Follow Me"
6. Pedagogical Sheet of the Game "BalãoBall"
7. Pedagogical Sheet of "Sitting Bowling"
8. Pedagogical Sheet of the "Boxes" Game
9. Inclusive Communication Guide
10. Teacher Reflection Tool.



Training of Trainers (ToT) – 5DaysProgram

Module 2 - Day 2

Safeguarding and Responsible Support

Lead author (partner): FPDD

1. Module Summary

This module equips teachers, coaches and school staff with the knowledge and skills to ensure safeguarding, respect for rights, and responsible support of students with severe physical disabilities participating in Boccia, particularly those in the BC3 sport class. It covers key concepts such as motor disability, Boccia classification, and the main health conditions among BC3 athletes, highlighting the implications for safe and inclusive participation in physical activity. The module also addresses the rights of persons with disabilities, ethical responsibilities of teachers, coaches and sport assistants, and the critical role of ramp operators in supporting BC3 athletes. Participants engage in practical activities to apply safeguarding principles, uphold athletes' rights, and provide responsible support in both school and Boccia training contexts.

2. Target Group, Prerequisites and Trainer Profile

2.1 Target group

The module specifically targets school teachers involved in physical education or inclusive school activities, sports coaches working with adapted sports or inclusive physical activity programs, sport assistants and ramp operators supporting BC3 Boccia athletes, school staff and facilitators involved in inclusive sport programs (families and sport volunteers)

2.2 Prerequisites

No formal prerequisites are required to attend this training module. The module is designed to provide introductory knowledge and practical guidance, making it accessible to participants with different levels of experience.

2.3 Recommended trainer competencies

- Experience in **adapted physical activity or disability sport**
- Practical experience working with **people with physical disabilities**, particularly those with severe motor impairments
- Knowledge of impact of disability in daily life and sport task, especially the BC3 athletes



- Knowledge of Boccia classification system
- Understanding of **safeguarding principles and ethical support in sport contexts**
- Experience in **training teachers, coaches or sport facilitators**

3. Learning Outcomes

By the end of this day, participants will be able to:

1. Explain the concept of motor disability, special boccia players and its implications for safe participation in physical activity and sport.
2. Describe the functional and physiological characteristics associated with common conditions found in BC3 athletes, such as Cerebral Palsy, Spinal Cord Injury and Neuromuscular Diseases.
3. Recognise the rights of persons with disabilities, particularly the right to access sport and physical activity in inclusive environments.
4. Understand the role and responsibilities of teachers, coaches and sport assistants in supporting athletes with severe disabilities during Boccia practice.
5. Apply safeguarding principles to ensure safe, respectful and ethical support for students with disabilities in both school and sport contexts.
6. Identify appropriate support strategies and assistive equipment that contribute to safe and meaningful participation in Boccia activities.

4. Key Messages

- Inclusion is not only about participation but about meaningful and safe participation. Students with disabilities should be supported in ways that promote autonomy, dignity and equal opportunities.
- Understanding disability and functional limitations is essential for ensuring safe and appropriate physical activity practices.
- Safeguarding is a shared responsibility among teachers, coaches, assistants and all individuals involved in supporting athletes.
- Sport assistants and ramp operators play a crucial role in enabling BC3 athletes to participate while respecting the rules, neutrality and independence of the athlete.
- Respect for the rights of persons with disabilities must guide all actions in educational and sport environments.

5. Key Terms and Definitions

Motor Disability

A physical impairment affecting movement, coordination or muscle control. It may result from neurological, muscular or skeletal conditions and can influence a person's ability to perform physical activities.

Sport Classification

A system used in para-sports to ensure fair competition by grouping athletes according



to the impact of their impairment on sport performance. In Boccia, classification determines eligibility and the sport class in which the athlete competes.

Inclusion

A process that ensures that all individuals, regardless of disability or other differences, have equal opportunities to participate fully in activities such as education, sport and community life. In sport, inclusion means adapting environments and support systems so that everyone can participate meaningfully.

Sport Assistant: A person who supports an athlete with severe disabilities in performing sport-related tasks when required. In Boccia, assistants help with positioning equipment or materials while respecting strict rules that ensure the athlete remains in control of decision-making.

Ramp Operator (BC3): A specific type of sport assistant who operates the ramp used by BC3 athletes in Boccia. The ramp operator must follow the athlete's instructions without providing tactical advice or looking at the court during play, ensuring the athlete maintains full control over the game.

6. Materials, Logistics and Room Setup

6.1 Materials list

- Boccia balls (6 red + 6 blue + 1 jack)
- Ramp
- Wheelchair
- Table
- Chair
- Tape for the field (Boccia field)
- Markers
- Cards with Situation
- Cards with Roles

6.2 Venue requirements and room layout

A flat indoor space, such as a gym or multipurpose room, with clear boundaries and enough space for a theoretical presentation and practical activities. The room should have chairs and tables arranged to encourage interaction, as well as projection equipment (computer, projector and screen). There should also be adequate open space available for participants to perform practical exercises and role-play activities related to supporting athletes with disabilities and practicing boccia.



6.3 Staffing and supervision

The training module should be delivered by qualified professionals who have knowledge and experience in adapted physical activity and inclusive sport.

One trainer or instructor should be responsible for delivering the theoretical content and coordinating the training sessions. They should have experience of working with disabled people and knowledge of boccia practice and athlete support.

During practical activities and role-play exercises, the trainer should supervise participants directly to ensure they follow instructions and carry out activities safely and respectfully.

If possible, an additional assistant or facilitator should be present during practical sessions. This person could help organise materials, guide participants during role-play activities, and ensure the correct simulation of athlete support situations.

Proper supervision is essential to ensure that participants understand their responsibilities when supporting athletes with disabilities, and to promote safe and respectful practices.

6.4 Accessibility considerations for the venue

- The training venue should be fully accessible to participants with disabilities, particularly those with reduced mobility.
- The venue should have step-free access, such as ramps or lifts, to allow wheelchair users to enter and move around easily. Doorways and corridors should be wide enough to accommodate wheelchairs to ensure safe and comfortable circulation.
- Accessible restroom facilities should be available near the training room. The training space should also provide sufficient open floor space to allow wheelchair maneuverability and participation in practical activities.
- Furniture should be arranged in a flexible way to allow wheelchair users to position themselves comfortably and participate actively in both theoretical and practical sessions.
- Whenever possible, clear signage and unobstructed pathways should be maintained to promote a safe and inclusive environment for all participants.

7. Day Agenda

Timetable (total day including breaks: 6 hours). Suggested example schedule (see table below):

Time	Content
09:30-10:30	Session 1 - Safeguarding, Motor Disability, and Safety in Sports Practice (60 min)
10:30-11:20	Session 2 - Most common pathologies in the BC3 class and implication of Safety in Sports Practice (50 min)



11:20-11:40	Break
11:40-12:30	Session 3 - The rights of people with disabilities in accessing sports.(50 min)
12:30-13:30	Lunch
13:30-14:20	Session 4 – Responsible Support of Athletes with Disabilities (50 min)
14:20-14:35	(Mini Break)
14:35-15:30	Session 5 – Practical Activity to Support Athletes (55min)

Expected outputs of the day:

- Understanding of safeguarding and safety principles
- Knowledge of BC3 athlete characteristics and support needs
- Awareness of rights and ethical responsibilities
- Practical skills for supporting Athletes with sever disability

8. Written Content

8.1 Motor disability and safety considerations in physical activity and sport

Motor disability refers to conditions affecting the neuromuscular, skeletal, or joint systems that limit a person’s ability to move, maintain posture, or coordinate movements. These conditions may be congenital or acquired and can influence everyday activities such as walking, maintaining balance, holding objects, or performing precise movements. Individuals with motor disabilities may experience reduced muscle strength, altered muscle tone (such as spasticity or hypotonia), limited range of motion, or coordination difficulties, and some may use assistive devices such as wheelchairs, walkers, crutches, or orthoses to support mobility and participation. Importantly, motor disabilities do not necessarily affect cognitive abilities. Participation in physical activity and sport can provide significant benefits, including improved health, increased independence, greater self-confidence, and enhanced social participation. However, barriers such as inaccessible environments, lack of adapted equipment, or limited knowledge about inclusive practices may restrict participation. For this reason, safety is essential when planning physical activity for individuals with motor disabilities. Activities should be adapted according to functional abilities, environments should be accessible and well organized, and exercises should progress gradually with appropriate supervision. With proper planning, guidance and support, physical activity can be practiced safely and can contribute significantly to improving the quality of life of people with motor disabilities.

8.2 Functional characteristics of BC3 athletes and implications for safe sport practice

Boccia is a Paralympic sport designed for athletes with severe motor impairments, and to ensure fair competition athletes are classified according to their functional abilities. The BC3 class includes athletes with very severe motor limitations who are unable to consistently throw or kick the ball independently and therefore use a ramp device to deliver the ball onto the court. BC3 athletes are assisted by a sport assistant who



positions the ramp and places the ball according to the athlete's instructions; during official competitions the assistant must face away from the playing field to ensure that the athlete remains fully responsible for tactical decisions. Several health conditions may be associated with BC3 athletes, including cerebral palsy, spinal cord injuries and neuromuscular diseases. Cerebral palsy can affect movement, posture and coordination, often causing muscle stiffness or involuntary movements, while spinal cord injuries may result in partial or complete paralysis and reduced trunk stability. Neuromuscular diseases, such as muscular dystrophy, affect the communication between nerves and muscles and often lead to progressive muscle weakness. These conditions may influence strength, coordination, posture and fatigue levels, making adapted equipment, postural supports and careful activity planning essential for safe sport participation. Understanding these functional characteristics helps teachers, coaches and assistants create safe, inclusive and supportive environments for BC3 athletes.

8.3 Rights of people with disabilities in access to sport

The recognition of the rights of people with disabilities has played an important role in expanding opportunities for participation in sport and physical activity. International and European frameworks promote equality, accessibility and inclusion in all areas of society, including sport. A key milestone in this development is the United Nations Convention on the Rights of Persons with Disabilities (2006), which affirms that people with disabilities have the right to participate in recreational and sporting activities on an equal basis with others and encourages countries to promote inclusive sport policies and accessible facilities. At the European level, initiatives such as the European Sports Charter support equal opportunities for participation in sport and emphasize the importance of removing social and environmental barriers. These frameworks are closely linked to the principles of independent living and active participation in society, promoting autonomy, social interaction and equal access to community activities. Sport can play a significant role in supporting these principles by improving health, well-being, confidence and social inclusion. As a result, many countries have developed inclusive sport programmes, adapted physical education initiatives and opportunities for competitive adapted sport, helping to create more accessible and inclusive sport environments for people with disabilities.

8.4 Responsible support and safeguarding in Boccia

Supporting athletes with disabilities requires both technical knowledge and an understanding of ethical principles such as respect, autonomy, dignity and safety. Responsible support means providing the assistance necessary for participation while ensuring that the athlete remains the central decision-maker. In Boccia, support needs may vary depending on the functional abilities of each athlete and may include assistance with positioning, equipment organization or preparation of the playing environment. For athletes in the BC3 class, assistants may also help position the ramp and place the ball according to the athlete's instructions. However, assistants must always respect the autonomy of the athlete and must not influence tactical decisions during the game. Effective communication and trust between the athlete and assistant are essential for successful collaboration. Safeguarding is also a key component of adapted sport and involves creating environments where athletes feel safe, respected



and protected from physical, emotional or psychological harm. Teachers, coaches and assistants share responsibility for ensuring that activities are conducted in a safe and inclusive manner. Reflection and discussion activities can help participants recognise potential risks and identify strategies to promote safe, respectful and inclusive sport participation. Reflection activities can help participants identify potential risks and develop strategies to ensure safe sport participation. Through discussion and shared experiences, participants can better understand how responsible support contributes to inclusion and well-being in sport environments.

8.5 Practical learning and experiential activities

Practical learning is an essential component in developing the skills required to support athletes with disabilities effectively. Experiential activities such as role-play, simulated sport situations and practical demonstrations allow participants to explore real-life scenarios and better understand the challenges involved in inclusive sport practice. During these activities participants may assume different roles, such as athlete, assistant or observer, which helps them develop communication skills, cooperation and awareness of safety considerations when supporting athletes with disabilities. These experiences also encourage reflection on respectful interaction, appropriate support strategies and the safe organization of sport activities. Practical sessions provide opportunities for discussion and feedback, enabling participants to build confidence in applying inclusive practices and responsible support strategies in both educational and sport environments.

9. Session Scripts and Core Activities

Session 1 – Motor Disability, Safeguarding and Safety in Adapted Sport

Duration: 50 minutes

Room setup: Semi-circle seating; projector/flipchart in front; open space for small group discussion

Materials: Slides flipchart, markers

Annex used: Anex A – Safety Checklist

1. Welcome and session framing - Trainer introduces the session objective: understanding motor disability and the key safety principles necessary to ensure safe and inclusive participation in physical activity and Boccia contexts.

2. Trainer input (15 min): Concept of Motor Disability

Explain the definition and main characteristics of motor disability (limitations in movement and mobility; altered muscle tone (spasticity or hypotonia); coordination difficulties; need for assistive devices (wheelchairs, crutches, prostheses))

3. Guided reflection (15 min): Barriers in physical activity –



Participants individually reflect on situations where motor disability could create challenges in sport participation (e.g., balance, coordination, fatigue).

4. Trainer input (15 min): Safety and risk prevention

Present key safety considerations in adapted physical activity: prior assessment of physical condition; safe environments and accessible spaces; Explain common risks (falls, overload, collisions, posture issues) and prevention strategies.

5. Small group Activity (15 min)_ Risk identification

Participants work in small groups to analyse a typical school or training scenario. Each group identifies: potential safety risks; possible adaptations to reduce those risks.

Inclusion focus

Emphasise that adaptation does not reduce participation, but rather enables individuals with motor disabilities to engage safely and meaningfully in physical activity.

Safety focus

Highlight the importance of risk prevention, adapted environments, and proper supervision to minimise accidents and ensure safe sport participation.

Debrief questions

- Which safety risk is most common in your teaching or coaching environment?
- What simple adaptations could improve safety for participants with motor disabilities?
- How can supervision and planning reduce risks without limiting participation?

Session 2 – BC3 most common characteristic and safe sport participation Pathologies

Duration: 50 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides, flipchart, markers

Annex used: Annex B – Boccia Classification flowchart

Steps

1. Session introduction: Trainer introduces the purpose of the session - understanding the most common pathologies/characteristic associated with the BC3 Boccia class and their implications for sport participation.

2. Trainer input (10 min): Overview of BC3 functional profile

Explain the characteristics of the BC3 class: very severe motor limitations; inability to consistently throw the ball, use of ramp and sports assistant, athlete responsible for strategy and decision-making.



3. Trainer input (15 min): Cerebral Palsy

- a) Present key characteristics of these conditions: spasticity, coordination difficulties, balance issues; types of cerebral palsy (spastic, dyskinetic, ataxic, mixed)
- b) Discuss how cerebral palsy affects Boccia participation

4. Trainer input (15 min): Neuromuscular diseases and spinal cord injuries

- a) Present key characteristics of these conditions: muscle weakness and degeneration (neuromuscular diseases) paralysis or loss of sensation (spinal cord injuries)
- b) Explain impacts on sport practice

5. Safeguarding and Safety Reflection Activity (10min): Participants work in small groups to reflect on safeguarding and safety considerations when working with athletes with conditions such as Cerebral Palsy, Spinal Cord Injuries, or Neuromuscular Diseases in Boccia

Inclusion focus Highlight that athletes with severe motor disabilities can actively participate in sport when rules, equipment and environments are adapted.

Safety focus

Ensure that adaptations and assistive equipment are used properly to protect athletes' posture, prevent fatigue, and maintain safe participation.

Debrief questions

- How do different motor conditions influence the way participated in sport?
- What safeguarding and safety considerations would you prioritise when working with athletes with severe motor limitations?

Session 3 - The rights of people with disabilities in accessing sports.

Duration: 50 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), markers

Annex used: None

Steps:

7. Session introduction: Trainer introduces the purpose of the session - understanding the rights of people with disabilities
8. Trainer Input (10 min): explain the historical evolution of the people with disabilities rights
9. Trainer input (10 min): the international and European framework for the right to practice sport.



10. Trainer Input (10 min): the principles of independent living and active participation in society.
11. Trainer Input (10 min): The way in which these models have influenced European inclusion policies
12. Mini discussion/ Guided Reflection (10 min): The impact of these rights on promoting physical activity and sport for people with disabilities
- 13.

Inclusion focus: Use inclusive language and emphasise choice: multiple valid participation roles for every student.

Safety focus: Psychological safety: establish a respectful tone and prevent judgemental comments about disability.

Debrief questions:

- How does your school guarantee the right to full participation of students with disabilities in school sports activities?
- How can the school involve the entire school community in promoting the rights of people with disabilities?
- Which school sports practices promote or limit the right to educational inclusion?
- How can the active participation of students with disabilities strengthen respect for their rights within the school?

Session 4 – Responsible Support of Athletes with Disabilities

Duration: 55 minutes

Room Setup: Space for a theoretical presentation and practical activities. The room should have chairs and tables arranged to encourage interaction, as well as projection equipment (computer, projector and screen).

Materials: Slides

Annex Used: None

1. Session introduction: Trainer introduces the purpose of the session - Trainer introduces the objective of the session: understanding the concept of responsible support in adapted sport
2. Trainer input – Principles of responsible support (10 min)
The trainer presents the main principles of responsible support in adapted sport: respect for athlete autonomy; safety and safeguarding; clear communication; dignity and respect; promotion of independence.
Participants are encouraged to consider how support should facilitate participation without replacing the athlete's role.
3. Trainer input (10 min): Understanding support needs in Boccia
The trainer explains common types of support that athletes may require during training or competition: positioning and posture adjustments; preparation and organisation of



equipments; communication support; preparation of safe and accessible training environments.

Examples from Boccia practice illustrate how assistants and coaches can support athletes while maintaining independence and decision-making.

4. Trainer input(15 min): The role of the sports assistant in BC3
The trainer introduces the BC3 class and the use of ramps and sports assistants: positioning the ramp; placing the ball; following the athlete's instructions; maintaining neutral positioning during play.

5. Safeguarding and safety reflection activity (15 min)
Participants briefly discuss in small groups safeguarding considerations when supporting athletes with severe motor disabilities.

Groups identify:

- potential risks (communication barriers, over-assistance, safety issues with equipment)
- strategies to ensure respectful and safe support.

Participants are encouraged to apply these principles in sport, school and community contexts.

Inclusion focus

Support should enable participation while preserving the athlete's autonomy, dignity and decision-making.

Safety focus

Assistants and coaches must ensure safe positioning, correct equipment use and respectful interaction, preventing both physical and psychological risks.

Debrief questions

- What does responsible support mean in the context of adapted sport?
- Why is respecting athlete autonomy essential for inclusive sport practice?
- What challenges may arise when supporting athletes with severe motor limitations?
- How can communication improve the quality of participation?

Session 5 – Practical Activity: Supporting the Athlete

Duration: 60 minutes

Room Setup: Space for practical activities.

Materials: Ramp, Boccia Balls.



Annex Used: Anex C - Role Cards and annex C – Activities Cards

1. Introduction to the practical session. Trainer introduces the objective: providing practical experience in supporting athletes with disabilities through role-play and simulated sport situations.

2. Role-play activity – Communication and approach (10 min).

Participants simulate the arrival of an athlete with a disability at a training session. Assistants practice: greeting and communication; offering support respectfully; organising the activity space.

Observers provide feedback on communication style, safeguarding and respect for autonomy.

3. Role-play activity – Supporting training preparation (10 min).

Participants simulate situations such as: preparing the training space; organising equipment; assisting with athlete positioning.

4. Role-play activity – Simulating the BC3 assistant role (15 min).

Participants simulate the BC3 sports assistant role. One participant acts as the athlete while another acts as the assistant responsible for: positioning the ramp; placing the ball; following the athlete's instructions; Assistants must avoid influencing the athlete's decisions.

5. Safeguarding and safety reflection (10 min).

Participants reflect on: safety considerations when using ramps and equipment; communication between athlete and assistant; how to prevent over-assistance.

Inclusion focus

Role-play activities help participants understand how support can empower athletes rather than replace their role.

Safety focus

Participants practice safe equipment handling, correct positioning and respectful interaction when supporting athletes with severe motor limitations.

Debrief questions

- What was the most challenging part of supporting the athlete during the activities?
- How did communication influence the interaction between athlete and assistant?
- How can assistants ensure support without reducing athlete autonomy?
- What did you learn about the responsibilities of the BC3 sports assistant?



10. Inclusion and Accessibility Guidance

Use a 'participation options' mindset: every session should allow students with disabilities to take on different roles, such as player, referee, scorer, or observer, ensuring safe and meaningful participation. Adapt the activity whenever necessary using the STEP model (Space, Task, Equipment, People) to create an inclusive environment. Encourage students without disabilities to act as assistants when needed, providing support only when requested and respecting the athlete's autonomy. Clearly explain all roles to ensure fair, safe, and respectful participation, and rotate roles regularly so that every student experiences both active and supportive functions

10.1 Communication tips

- Use short sentences (one instruction at a time).
- Demonstrate first, then let participants try.
- Check understanding through action (show me the first step).
- Provide specific and constructive feedback (what worked well and what could improve).
- Encourage respectful communication between athletes, assistants and peers

10.2 Participation options and role rotation

- Allow students with disabilities to take on different roles, such as player, referee, or observer, ensuring safe and meaningful participation.
- Adapt the activity as needed, using the STEP model (Space, Task, Equipment, People) to support inclusion.
- Encourage students without disabilities to act as assistants, providing support only when requested and respecting the athlete's autonomy.
- Ensure that assistants respect the athlete's autonomy and decision-making.
- Clearly explain roles to ensure fair, safe, and respectful participation.

11. Assessment and Quality Check

11.1 Evidence that learning outcomes were achieved

Learning outcome	Evidence / tool
Understanding of motor disability and BC3 characteristics	Participation in discussions and reflection activities
Knowledge of safeguarding principles	Responses during group reflection and scenario analysis
Knowledge of the rights of people with disabilities in accessing sports	Group discussions and guided reflection
Ability to provide responsible support	Observation during role-play and practical exercises
Safe use of support strategies	Trainer observation during practical activities

11.2 Quick knowledge check

1. What is motor disability and how can it influence sport participation?
2. Why is autonomy important when supporting athletes with disabilities?



3. What are the responsibilities of a BC3 sport assistant?
4. Name two safeguarding considerations when working with athletes with severe motor limitations.
5. How can teachers ensure meaningful participation for students with disabilities?

11.3 Self-assessment prompt

- I can identify key safety considerations when organising physical activity for students with motor disabilities. (1–5)
- I understand the functional characteristics of BC3 athletes and the role of the sport assistant or ramp operator. (1–5)
- I can identify at least two strategies to ensure safe and inclusive participation in Boccia activities. (1–5)
- I can promote respectful communication and safeguarding practices when working with students with disabilities. (1–5)
- One change I will implement in my school or sport setting to improve safe and inclusive participation is: _____

12. Slides and Visuals

Recommended slide deck length: 25–35 slides. Minimum slide topics:

- Understanding motor disability
- Functional characteristics of BC3 athletes
- Cerebral palsy, spinal cord injuries and neuromuscular diseases
- Safety considerations in adapted physical activity
- Rights of persons with disabilities in sport
- Principles of responsible support
- The role of sport assistants and ramp operators
- Safeguarding and ethical support in inclusive sport
- Practical examples of inclusive participation in Boccia



5-Day Training of Trainers (ToT) - Educational Format

Module 3 - Day 3

Practical BC3 methodology and skills, adaptations, equipment and ramps

Lead author (partner): AETOI

1. Module Summary

This day equips ToT participants (educators/trainers) with the knowledge and practical methods needed to empower schoolteachers and sport operators to adopt inclusive BC3 (Boccia) programmes involving people with severe disabilities and their able-bodied peers in real school settings. The module combines extended theoretical inputs (meaningful participation, peer-mediated inclusion, differentiation and BC3-specific participation options, including ramp-based delivery) with practical labs (station-based BC3 activities, coaching cues, progressions, equipment setup and role rotation). Annexes include printable activity cards, checklists, role cards, an observation sheet and a 45–60 minute school lesson plan template to support immediate implementation. Note: detailed safer-school BC3 design, safeguarding protocols and comprehensive risk assessment guidance are provided in the separate 'Handbook for Safer School BC3' deliverable; this module focuses on practical delivery methodology and training-ready tools.

2. Target Group, Prerequisites and Trainer Profile

2.1 Target group

Educators/trainers who will empower schoolteachers and sport operators to adopt inclusive BC3 (Boccia) programmes in real school settings (mixed groups including people with severe disabilities and able-bodied peers).

2.2 Prerequisites

Participants should be familiar with the basic rules of Boccia (turn-taking, scoring, court basics).

2.3 Recommended trainer competencies

- Experience in inclusive or adapted physical activity and facilitation of adult learning.
- Ability to demonstrate and coach BC3-related activities using simple language and visual cues.
- Competence in basic risk management for practical sessions (space, equipment, role boundaries).
- Understanding of dignity, autonomy, and respectful support when working with people with severe disabilities.



3. Learning Outcomes

By the end of this day, participants will be able to:

1. Explain the core principles of inclusive BC3 delivery for participants with severe disabilities in school settings (rights-based, dignity, autonomy, meaningful participation).
2. Select and implement participation options (playing, assisting, officiating, organising) that ensure every learner contributes meaningfully within BC3 activities.
3. Set up an accessible BC3 activity space, including basic equipment checks and ramp positioning, within common school constraints (see the Safer School BC3 Handbook for detailed safety design and risk assessment).
4. Deliver at least two inclusive BC3 skill-building activities using a three-level differentiation approach (Level 1/2/3) and clear coaching cues.
5. Create a complete 45–60 minute inclusive BC3 school lesson plan (including role rotation, inclusion focus, safety focus, and debrief).
6. Use simple observation and reflection tools to monitor inclusion, safety, and learning during delivery.

4. Key Messages

- Inclusion is not only participation — it is meaningful contribution with dignity and choice.
- Adaptations should change the task, not the value of the learner.
- Peers are a resource: structured buddy roles make inclusion real and sustainable.
- Practical delivery succeeds when routines are simple: clear roles, clear stations, clear cues.
- Assistive devices (e.g., BC3 ramps) expand participation when used with consent, role clarity and fair rules.

5. Key Terms and Definitions

Severe disability: A disability with high support needs that may affect mobility, motor control, communication, endurance, or independence; support must be planned to protect dignity and autonomy.

Meaningful participation: Engagement where the person has a real role, influence, and valued contribution, not token involvement.

Differentiation: Adjusting task, rules, space, equipment, time, or roles so different learners can access the same learning goal.

Participation options: Different ways to contribute (playing, assisting, officiating, organising, scoring, timing) so everyone is included.

Peer-mediated inclusion: Structured use of peers (buddy roles) to support participation, communication, and belonging.

Assistive device: A tool that supports participation (e.g., ramp) and should be used respectfully, with consent and clear boundaries.



BC3 (Boccia): A Boccia delivery approach suitable for participants with severe physical disabilities; participation may include ramp use and a support/buddy role under the participant’s direction.

6. Materials, Logistics and Room Setup

6.1 Materials list

- Boccia balls: 12 + jack (or equivalent soft balls if Boccia balls are not available).
- Targets/markers: cones (10), floor tape or flat markers, chalk (optional).
- Role cards (printed): buddy, scorer, timekeeper, referee, equipment manager.
- BC3 ramps: 1–2 (or demonstration model) + stabilisation straps if used.
- Measuring tape, clipboard, pens, printed activity cards and checklists.
- Optional: portable whiteboard/flipchart, stopwatches, whistle (if appropriate).

6.2 Venue requirements and room layout

A flat indoor space (gym or multipurpose room) with clear boundaries. Set up a semi-circle for theory and discussion, and a station layout for practical labs (minimum 4 stations). Ensure wide pathways for mobility devices and clear sightlines for demonstrations.

6.3 Staffing and supervision

Recommended: 1 lead trainer + 1 assistant for practical lab segments. If participants include people with high support needs during demonstrations, add a support person familiar with respectful assistance boundaries.

6.4 Accessibility considerations for the venue

- Step-free access and accessible toilet facilities.
- Clear pathways between stations (minimum 1.2 m where possible).
- Seating options with space for mobility devices.
- Low glare lighting and reduced background noise for communication.
- Clear visual signage for station rotation and key rules.

7. Day Agenda

Timetable (total day including breaks: 6 hours). Suggested example schedule (see table below):

Time	Content
09:30-10:15	Session 1 - Extended Theory I: Inclusive BC3 in schools and severe disability inclusion (45 min)
10:15-11:05	Session 2 - Extended Theory II: Participation options, peer roles and BC3 ramp use (50 min)



11:05-11:25	Break (20 min)
11:25-12:15	Session 3 - Practical Methods: BC3 coaching cues, progressions and equipment setup (50 min)
12:15-13:00	Lunch break (45 min)
13:00-14:15	Session 4 - Practical Lab: station-based inclusive BC3 activities, ramp use and role rotation (75 min)
14:15-14:30	Break (15 min)
14:30-15:30	Session 5 - Micro-teaching and BC3 school lesson planning + assessment and wrap-up (60 min)

Expected outputs of the day:

- A ready-to-use 45–60 minute inclusive BC3 school lesson plan (template completed).
- At least two printed activity cards with Level 1/2/3 options.
- A short inclusion checklist and a short safety checklist for delivery.
- A simple observation sheet (to monitor inclusion and safety).

8. Written Content

8.1 Why inclusive BC3 programmes in real school settings matter

Inclusive BC3 programmes in schools are not only a matter of access; they are a pathway to belonging, social participation and equal opportunities. For students with severe disabilities, the school environment may be one of the few places where structured peer interaction and regular physical activity can happen consistently. When inclusion is well designed, it benefits everyone: students with disabilities gain opportunities for movement, agency and friendships; able-bodied peers learn cooperation, empathy and leadership; and the school strengthens its culture of respect. However, inclusion does not happen automatically. In real school settings, teachers face constraints such as limited time (45–60 minute lessons), large and mixed-ability classes, limited equipment and varying staff support. This module provides a framework for delivering inclusive BC3 that is realistic, safe and sustainable under these conditions.

8.2 Understanding severe disabilities in BC3 delivery (functional needs, not labels)

In educational and sport practice, the term 'severe disability' covers a wide range of conditions. For BC3 delivery planning, functional needs are more useful than medical labels. High support needs may include limited voluntary motor control, low endurance, atypical muscle tone, involuntary movements, visual or hearing impairments, intellectual disability, or limited speech. Some participants may rely on mobility devices, communication aids, or a personal assistant. Inclusive BC3 delivery requires educators to plan for these needs while protecting dignity and autonomy. Key questions for the



educator are: What does the person want to do? What options are available to participate meaningfully today? What support is necessary, and what support is optional? A rights-based approach means that support is offered in ways that maintain the person's control and consent.

8.3 Meaningful participation in BC3: moving beyond token inclusion

A common risk in school inclusion is tokenism: a student with a disability is physically present but has little influence, few choices and a limited role. Meaningful participation means the learner has a valued contribution and the opportunity to experience competence, autonomy and social connection. Meaningful participation in BC3 can occur through multiple roles, not only playing. In school contexts, participation options can include playing with adaptations, directing a peer, scoring, timekeeping, refereeing, organising equipment, or leading a warm-up. The educator's task is to select options that match strengths and current energy level, while also rotating roles so peers understand inclusion as shared responsibility. When participation is meaningful, motivation increases and behaviour challenges often decrease because the learner experiences respect and purpose.

8.4 Peer-mediated inclusion: how able-bodied peers make inclusive BC3 sustainable

In real school settings, the teacher cannot provide one-to-one support to every student. Structured peer support is therefore essential. Peer-mediated inclusion is not 'helping the disabled student' informally; it is a planned strategy with clear roles and boundaries. A buddy role can include explaining instructions with simple language, helping with equipment setup, offering choices, checking comfort, or supporting communication. To avoid overhelping (which reduces autonomy), buddies must learn to ask before acting, wait for responses, and accept that the student may choose a different option. Role rotation prevents power imbalance and ensures that inclusion does not rely on one 'good' student. Peer roles also strengthen social outcomes: peers develop leadership and empathy, while students with disabilities experience belonging and shared play.

8.5 Adaptations and differentiation in BC3: changing the task without lowering expectations

Adaptations are not shortcuts. They are design choices that create equal access to the learning goal. Differentiation can be done through five main levers: task (what is done), rules (how it is done), space (where it is done), equipment (with what tools), and roles (who does what). A simple and effective approach is a three-level design for each BC3 activity: Level 1 provides maximum access (simplified movement, shorter distance, more time, or alternative role); Level 2 is the standard version; Level 3 adds challenge (greater precision, tactical decision-making, or constraints). Importantly, levels should be presented as choices, not as labels of ability. Educators should normalise choice for all learners: everyone can choose a level that fits their focus for the day.



8.6 BC3 ramps and assistive devices: principles for respectful practice (not a safety handbook)

BC3 ramps can expand access for participants who cannot throw or roll a ball independently. In school delivery, ramp use must follow clear principles: consent, role clarity and fair rules. Consent means the participant controls decisions about positioning and timing. Role clarity means defining who positions the ramp, who selects the ball, who releases, and how communication happens between the participant and the buddy/assistant. Fairness means the activity rules and scoring are designed so that ramp-based participation is valued and balanced. This module introduces these principles and provides practical station activities. For detailed safer-school BC3 design, safeguarding and risk assessment, use the separate 'Handbook for Safer School BC3'.

8.7 Teaching and coaching cues that work in mixed-ability BC3 school groups

Inclusive BC3 delivery depends on communication. In mixed-ability groups, instructions must be short, consistent and supported by demonstration. Use a simple pattern: show first, say second, try third. Coaching cues should focus on one key point at a time (for example: 'aim, slow, release') and be reinforced through visual markers on the floor. For participants with communication difficulties, cues can be paired with images, colour cards or simple gestures. Check understanding through action rather than asking 'do you understand?'. Instead, ask participants to demonstrate the first step. Finally, use positive and specific feedback: describe what worked and what to try next, rather than general praise.

8.8 Real school setting translation: constraints and solutions for inclusive BC3

School contexts are different from club sport. Time is limited, classes are larger, and equipment may be minimal. A realistic inclusive BC3 session therefore needs: (1) a predictable routine, (2) quick setup, and (3) role rotation to distribute responsibility. A station-based model is effective because it reduces waiting time and allows differentiation without isolating learners. Use 3–4 stations with clear visual cards and a simple rotation signal. If the class is large, assign student roles such as equipment manager and station leader. If equipment is limited, use low-cost alternatives (soft balls, floor tape) while keeping the learning goal the same. For students with severe disabilities, plan at least two participation options per session: a playing option and a non-playing option, so inclusion remains possible if fatigue, pain or sensory overload occurs.

8.9 Common misconceptions to avoid

- Misconception: 'Inclusion means everyone does the same task.' Reality: inclusion means everyone pursues the same goal with different pathways.
- Misconception: 'Peers will naturally know how to help.' Reality: peer support must be taught with rules and boundaries.



- Misconception: 'Ramps reduce the sport value.' Reality: ramps expand participation and can maintain high tactical learning.
- Misconception: 'Safety is only about injuries.' Reality: safety also includes dignity, respectful interaction and emotional safety.

9. Session Scripts and Core Activities

Session 1 - Extended Theory I: Inclusive BC3 in schools and severe disability inclusion

Duration: 45 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers, sticky notes

Annex used: None (slides only)

Steps:

1. Welcome and orient participants to the purpose: ToT for empowering schoolteachers and sport operators to deliver inclusive BC3 in real school settings.
2. Trainer input (15 min): explain meaningful participation, rights-based approach, and why severe disability inclusion needs planning in BC3.
3. Guided reflection (10 min): participants recall a real school barrier (time, space, attitudes) and write one example on a sticky note.
4. Mini discussion (10 min): cluster barriers into categories (environment, communication, roles, equipment).
5. Trainer synthesis (10 min): present the participation options model (play, assist, officiate, organise) and link to later BC3 practical lab.

Inclusion focus: Use inclusive language and emphasise choice: multiple valid participation roles for every student.

Safety focus: Psychological safety: establish a respectful tone and prevent judgemental comments about disability.

Debrief questions:

- Which barrier is most common in your school context and why?
- What would make participation meaningful for a student with severe disabilities in your setting?
- How can peer roles reduce barriers without reducing autonomy?

Session 2 - Extended Theory II: Participation options, peer roles and BC3 ramp use

Duration: 50 minutes

Room setup: Semi-circle + space at front for short demonstrations

Materials: Role cards, a ramp (or photo/video), 2–3 balls, floor markers

Annex used: Annex C (Role Cards)



Steps:

1. Trainer input (20 min): explain peer-mediated inclusion, buddy boundaries (ask, wait, support, do not control), and role rotation.
2. Demonstration (10 min): show a buddy interaction with and without consent (what to say, what not to do).
3. BC3 ramp participation overview (10 min): purpose, participant control, basic zones and fair rules (detailed safety design is covered in the Safer School BC3 Handbook).
4. Small group task (10 min): groups design a 5-minute role rotation plan for a typical class (who rotates, when, and why).

Inclusion focus: Teach buddies to support autonomy: ask permission before assisting and offer choices.

Safety focus: Ramp awareness: stabilise the device and keep hands clear during ball release.

Debrief questions:

- What is the difference between support and control in buddy roles?
- What makes a role rotation plan fair for all students?
- How can a ramp be used without isolating the student who uses it?

Session 3 - Practical Methods: BC3 coaching cues, progressions and equipment setup

Duration: 50 minutes

Room setup: Open space with 1–2 demo areas and a visible station layout plan

Materials: Cones, tape/markers, balls, printed activity cards, setup checklists

Annex used: Annex A (Inclusive Session Setup Checklist), Annex B (Safety Checklist)

Steps:

1. Trainer demonstrates the 'show-say-try' method using one simple BC3 skill task (aim and release).
2. Participants practice delivering 2 coaching cues each in pairs (clarity, short sentences, demonstration first).
3. Trainer introduces the Level 1/2/3 differentiation method and shows how to present it as choice for everyone.
4. Group exercise: adapt one activity using the five levers (task, rules, space, equipment, roles).
5. Quick setup rehearsal: participants use Annex A and Annex B to set boundaries, safe zones and station signs in 5 minutes.

Inclusion focus: Normalise choice: all participants choose a level and a role, not only those with visible disabilities.

Safety focus: Space safety: clear boundaries and safe distances between stations to prevent collisions.

Debrief questions:

- Which cue was the clearest and why?



- Which adaptation lever (task/rules/space/equipment/roles) was easiest to use in school settings?
- How can you make setup fast without reducing safety?

Session 4 - Practical Lab: station-based inclusive BC3 activities, ramp use and role rotation

Duration: 75 minutes

Room setup: 4 stations in a square; rotation path marked; central briefing point

Materials: Station cards, cones, balls, ramp (if available), stopwatches, role cards

Annex used: Annex A (Inclusive Setup Checklist), Annex B (Safety Checklist), Annex C (Role Cards), Annex D/E/F (Activity Cards)

Steps:

1. Briefing (5 min): explain station rotation, role rotation and key rules (wait for signal; keep lanes clear).
2. Station round 1 (25 min): participants rotate through two stations, trying Level 1/2/3 options (use Annex D/E/F).
3. Mid-point debrief (5 min): quick check — what worked, what needs change for real school class size.
4. Station round 2 (25 min): rotate through remaining stations, including a ramp-based participation option if available.
5. Design sprint (15 min): groups choose one station and rewrite it as a 45–60 minute BC3 school lesson segment with clear roles and two participation options for severe disabilities.

Inclusion focus: Ensure role rotation is visible and fair: every participant experiences at least two roles (play + support/official).

Safety focus: Manage rotation pace and keep clear zones around ramps; choose simpler rules when supervision is limited.

Debrief questions:

- Which station design best supported meaningful participation?
- Where did tokenism risk appear and how did you reduce it?
- What is one rule you would add for safety in a real school class?

Session 5 - Micro-teaching and BC3 school lesson planning + assessment and wrap-up

Duration: 60 minutes

Room setup: Semi-circle + one demo lane; groups have tables for planning

Materials: Lesson plan template, observation sheet, quick quiz (printed), flipchart

Annex used: Annex G (45–60 Minute Lesson Plan Template), Annex H (Observation Sheet)



Steps:

1. Micro-teaching (30 min): in small groups, each delivers a 5-minute segment of an inclusive BC3 activity; others use Annex H to observe inclusion and safety.
2. Feedback (10 min): each group receives one strength and one improvement point focused on inclusion and safety.
3. School lesson planning (15 min): participants complete Annex G using today's activities and role rotation.
4. Wrap-up and assessment (5 min): complete the quick quiz and a one-minute 'now what' commitment (one action to apply in school).

Inclusion focus: Focus feedback on inclusion behaviours and participation options, not only technical skill.

Safety focus: Safe assistance: remind boundaries and consent before leaving (detailed procedures are in the Safer School BC3 Handbook).

Debrief questions:

- What will you apply first in your school or club setting?
- Which participation option will you introduce to make inclusion sustainable?
- How will you check that the student with severe disabilities had meaningful participation?

10. Inclusion and Accessibility Guidance

Use a 'participation options' mindset: every session must offer at least two meaningful ways to participate. Plan role rotation (buddy, scorer, timekeeper, referee, equipment manager) and rotate every 8–12 minutes, depending on lesson length. Teach peer support explicitly: buddies should ask permission before helping, offer choices, wait for responses and avoid doing tasks for the person. Present Level 1/2/3 as choices for everyone, not as a hierarchy. Use neutral naming (Option A/B/C) if helpful. For communication, demonstrate first, use short cues, and provide visual station cards. If a learner experiences fatigue, pain or sensory overload, switch to a non-playing participation option without framing it as failure. Finally, include a 3–5 minute debrief to reinforce inclusion behaviours and respectful language.

10.1 Communication tips

- Use short sentences (one instruction at a time).
- Demonstrate first, then let participants try.
- Use visual cues (station cards, floor markers, role cards).
- Check understanding through action (show me the first step).
- Give specific feedback (what worked + what to try next).

10.2 Participation options and role rotation

- Offer at least 2 participation options per session for students with severe disabilities (play + non-play).
- Rotate roles every 8–12 minutes or after each mini-game.
- Define buddy boundaries: ask, wait, support, do not control.



- Ensure every student experiences both an active and a supportive role across the lesson.
- Use simple role cards to make roles visible and fair.

11. Assessment and Quality Check

11.1 Evidence that learning outcomes were achieved

Learning outcome	Evidence / tool
Principles of inclusive BC3 delivery	Quick quiz + trainer observation during discussions.
Participation options and peer roles	Group task: role rotation plan + observation sheet during micro-teaching (Annex H).
Accessible setup and basic ramp positioning	Setup checklists completed during Session 3 and Session 4 (Annex A + Annex B).
Deliver inclusive activities with Level 1/2/3	Micro-teaching observation + completed activity cards (Annex D/E/F).
Create a 45–60 min BC3 lesson plan	Completed lesson plan template reviewed by trainer (Annex G).
Monitor inclusion and safety	Use of observation sheet and debrief questions during practical lab (Annex H).

11.2 Quick knowledge check

1. Define meaningful participation in one sentence.
2. Name two participation options that do not require playing.
3. List two rules that protect autonomy when using buddy support.
4. What are the five main levers for adaptation (differentiation)?
5. Give one safe practice rule relevant to ramp-based participation.
6. Why should Level 1/2/3 be presented as choice for everyone?
7. Name one strategy to make an inclusive BC3 session realistic in a 45–60 minute school lesson.
8. Write one debrief question that reinforces inclusion behaviours.

11.3 Self-assessment prompt

- I can offer at least two meaningful participation options for a student with severe disabilities. (1-5)
- I can set up a safe station-based BC3 session in a school gym within 5 minutes. (1-5)
- I can coach with short cues and provide Level 1/2/3 options as choice. (1-5)
- One change I will implement in my setting next week is: _____



12. Slides and Visuals

Recommended slide deck length: 25–35 slides. Minimum slide topics:

- Purpose of the Educational Format and Day 3 objectives (inclusive BC3 focus).
- Key terms: meaningful participation, differentiation, peer-mediated inclusion, assistive devices/ramps.
- Participation options model (play, assist, officiate, organise).
- Buddy boundaries (support vs control) and role rotation.
- BC3 ramp participation principles: consent, role clarity, fair rules (detailed safety design is in the Safer School BC3 Handbook).
- Station layout example + clear zones.
- Activity cards summary with Level 1/2/3 options.
- Lesson plan template overview and debrief method.



5-Day Training of Trainers (ToT) - Educational Format

Module 4 - Day 4

Session planning, evaluation, observation tools, debrief and impact

Lead author (partner): BSDA

1. Module Summary

This module strengthens participants' capacity to design, evaluate and continuously improve inclusive BC3 sessions in real school and community settings. Building on the practical methodology explored on Day 3, Day 4 focuses on structured planning, reflective practice and impact measurement. Participants will learn how to transform inclusive principles into clear, written session plans that are realistic within a 45–60-minute school lesson. They will deepen their understanding of how planning influences inclusion quality, safety and learning outcomes. The module emphasizes that good inclusion is not accidental; it is intentional, documented and reviewed.

Participants will learn how to align learning goals with inclusive BC3 practice, ensuring that sport, social and personal development objectives are integrated. They will explore how to define measurable objectives that address both technical BC3 skills and inclusion behaviors. The module introduces a structured session planning framework that connects aims, activities, differentiation options and role rotation. Participants will practice breaking down complex goals into manageable lesson components. They will understand how to sequence activities logically to support engagement and reduce waiting time.

A key learning focus is the use of observation tools to monitor participation, autonomy and safety. Participants will learn how to design and apply simple observation sheets that capture meaningful participation indicators. They will practice identifying signs of tokenism and exclusion during delivery. They will learn how to observe buddy interactions and evaluate whether autonomy is respected. The module will demonstrate how structured observation improves teaching quality and reduces bias. Participants will also learn how to collect feedback from learners in accessible ways.

Evaluation strategies will be explored in both formative and summative forms. Participants will learn how to conduct quick in-session checks to adjust activities in real time. They will practice designing short reflection questions that reinforce inclusion behaviors. The module will examine how debriefing supports learning consolidation. Participants will learn to structure debrief discussions that focus on dignity, teamwork and shared responsibility. They will understand how to create psychologically safe reflection spaces.

The module will introduce practical tools for assessing session impact over time. Participants will explore simple indicators of social inclusion, such as peer interaction, role rotation fairness and learner engagement. They will learn how to document



participation options offered during sessions. They will understand how to track progression in both technical and social outcomes. The training will demonstrate how consistent documentation strengthens programme sustainability. Participants will learn how evaluation evidence can support communication with school leadership and stakeholders.

Attention will also be given to adapting evaluation tools for mixed-ability groups. Participants will learn how to design feedback tools accessible to learners with communication difficulties. They will explore visual scales, simplified language and demonstration-based reflection methods. The module reinforces that evaluation itself must be inclusive. Participants will practice ensuring that learners with severe disabilities can express their experiences meaningfully. They will understand that impact measurement must protect dignity and autonomy.

Participants will also develop skills in reflective practice as trainers of trainers. They will learn how to guide schoolteachers in using planning templates effectively. They will practice facilitating post-session reflection meetings. The module will explore how to give constructive feedback focused on inclusion and safety rather than only performance. Participants will learn to frame improvement points positively and concretely. They will understand how to support teachers in managing real-world school constraints.

Another focus of the module is sustainability and long-term impact. Participants will learn how to integrate inclusive BC3 sessions into broader school development plans. They will explore strategies to embed role rotation and participation options into school routines. The module will highlight the importance of collaboration with school staff and support personnel. Participants will understand how to build a culture of shared responsibility for inclusion. They will learn how to identify small changes that create lasting impact.

Throughout the day, participants will apply tools in practical exercises. They will design a full inclusive BC3 session plan using structured templates. They will test observation tools during micro-teaching simulations. They will practice conducting short debriefs with peers. They will analyse case examples to identify strengths and improvement areas. By the end of the module, they will have a clear system for planning, observing, evaluating and improving inclusive BC3 delivery.

Ultimately, this module ensures that participants move beyond delivering isolated activities and toward creating sustainable, high-quality inclusive BC3 programmes. They will leave with concrete planning templates, observation tools and debrief structures ready for immediate use. They will understand how evaluation strengthens inclusion rather than complicates it. They will be equipped to empower schoolteachers to reflect on practice confidently. They will gain the competence to monitor both safety and meaningful participation systematically. Most importantly, they will be able to



demonstrate the educational and social impact of inclusive BC3 programmes in real school settings.

2. Target Group, Prerequisites and Trainer Profile

2.1 Target group

This module is designed for educators, trainers and facilitators who will support schoolteachers and sport operators in planning, evaluating and improving inclusive BC3 sessions in school or community settings. Participants are expected to have prior exposure to inclusive BC3 methodology and practical delivery concepts.

2.2 Prerequisites

Participants should have completed previous modules on inclusive BC3 practice (particularly practical delivery and differentiation) and be familiar with basic session structure and role rotation principles.

2.3 Recommended trainer competencies

The trainer should have experience in inclusive physical activity, session planning and evaluation methods, as well as competence in facilitating reflective practice and providing constructive feedback to adult learners.

3. Learning Outcomes

By the end of this day, participants will be able to:

- Design a structured 45–60 minute inclusive BC3 session plan with clear learning goals, differentiation options and role rotation;
- Apply simple observation tools to monitor meaningful participation, autonomy, safety and peer support during delivery;
- Facilitate inclusive and psychologically safe debrief discussions that reinforce learning and inclusion behaviours;
- Use formative and summative evaluation methods to assess both technical BC3 skills and social inclusion outcomes;
- Reflect on session impact and identify practical improvements to strengthen sustainability and quality in school settings.

4. Key Messages

- Inclusion is not only participation - it is meaningful, valued involvement. Simply being present in a session is not enough; learners must have a real role, influence and opportunity to contribute;
- Planning and evaluation are essential to ensure inclusion is intentional rather than accidental. Clear goals, structured role rotation and observation tools help educators verify that every participant is engaged with dignity and autonomy;



- Reflection and debrief strengthen impact. When teachers regularly review what worked, what needs adjustment and how learners experienced the session, inclusion becomes sustainable and continuously improves.

5. Key Terms and Definitions

- Severe disability: A disability involving high support needs that may affect mobility, motor control, communication, endurance or independence, requiring planned support that protects dignity, autonomy and meaningful participation;
- Session planning: A structured process of defining learning goals, activities, differentiation options, role rotation and safety considerations in order to deliver an inclusive and time-efficient BC3 session;
- Meaningful participation: Engagement in which the learner has a valued role, real influence and an authentic contribution, rather than token or passive involvement;
- Formative evaluation: Ongoing assessment during a session that helps the educator adjust activities, roles or support in real time to improve learning, inclusion and safety;
- Summative evaluation: A structured review conducted after a session or programme to assess whether learning goals, inclusion objectives and safety standards were achieved.
- Observation tool: A simple checklist or structured form used to monitor inclusion behaviours, autonomy in buddy support, role rotation, safety rules and learner engagement during delivery;
- Debrief: A guided reflection process at the end of a session that reinforces learning, encourages self-expression, and highlights inclusion, teamwork and respectful interaction;
- Impact measurement: The process of collecting and analysing evidence (e.g., participation data, feedback, observation results) to determine the short- and long-term educational and social outcomes of an inclusive BC3 programme.

6. Materials, Logistics and Room Setup

The module requires printed session planning templates, observation sheets, evaluation forms and sample debrief question cards for practical application. A projector or flipchart with markers should be available to present planning frameworks and record group reflections. Participants should have access to clipboards, pens and highlighters to simulate real-time observation and assessment tasks. The room should allow for both seated group discussions and a small open space for short micro-teaching demonstrations. Tables should be arranged to support small group planning work while maintaining clear movement pathways. Visual materials, such as role cards and inclusion checklists, should be displayed clearly to model good practice in accessible communication. A structured layout that separates planning, micro-teaching and reflection areas will help simulate realistic school delivery conditions and support smooth transitions between activities.



6.1 Materials list

- Boccia balls (12 balls + 1 jack) or equivalent soft balls for school settings;
- BC3 ramp (1–2 units if available) for demonstration of planning and evaluation scenarios;
- Cones or flat floor markers (minimum 10) to define courts, stations and safe zones;
- Floor tape or chalk to mark boundaries, rotation areas and observation points;
- Printed 45–60-minute lesson plan templates for structured planning practice;
- Observation sheets for monitoring inclusion, autonomy, role rotation and safety;
- Evaluation and feedback forms (including quick quiz and reflection prompts);
- Role cards;
- Clipboards, pens and highlighters for real-time observation simulations;
- Stopwatch or timer to practice realistic time management in sessions;
- Flipchart or portable whiteboard with markers for group planning and debrief notes;
- Sample debrief question cards to model inclusive reflection strategies.

6.2 Venue requirements and room layout

A flat indoor space such as a gymnasium or multipurpose hall is required to allow safe movement and clear visibility during demonstrations and micro-teaching activities. The venue should provide sufficient open floor area to simulate at least one mini BC3 court or activity station. Seating should be arranged in a semi-circle for theory input and debrief discussions, ensuring all participants have clear sightlines to the trainer and visual materials. Tables should be available for small group planning tasks, positioned so that movement pathways remain unobstructed. Clear zones should be marked to separate planning areas from practical demonstration areas. Wide and accessible pathways must be maintained to accommodate mobility devices and ensure safe transitions between activities. Lighting and acoustics should support clear communication, minimizing glare and background noise to create an inclusive learning environment.

6.3 Staffing and supervision

Recommended: 1 lead trainer with expertise in inclusive BC3 planning and evaluation, supported by 1 assistant trainer during practical and micro-teaching segments. The assistant can help facilitate small group work, manage timekeeping and observe inclusion behaviors during simulations. If demonstrations include participants with high support needs, an additional support person familiar with respectful assistance boundaries is advised. Clear role division among staff (facilitator, observer, timekeeper) ensures smooth delivery and effective feedback throughout the day.

6.4 Accessibility considerations for the venue

- Step-free access to the building and accessible toilet facilities;



- Wide doorways and clear internal pathways (minimum 1.2 m where possible) to accommodate mobility devices;
- Adjustable or varied seating options, with space integrated within groups rather than separated areas.
- Clear visual signage for session areas, rotation points and key instructions;
- Good lighting with minimal glare and reduced background noise to support participants with sensory sensitivities;
- Access to a quiet space for participants who may need a short sensory or rest break;
- Tables and materials positioned at accessible heights to allow independent use whenever possible.

7. Day Agenda

Timetable (total day including breaks: 6 hours). Suggested example schedule (see table below):

Time	Content
09:30–10:15	Session 1 – Extended Theory I: Principles of inclusive BC3 planning, learning goals, differentiation and role rotation (45 min)
10:15–11:05	Session 2 – Observation Tools and Formative Evaluation: Introduction to observation sheets, monitoring inclusion, autonomy, buddy support and safety (50 min)
11:05–11:25	Break (20 min)
11:25–12:15	Session 3 – Summative Evaluation and Impact Measurement: How to assess outcomes, track participation, social inclusion and technical skills (50 min)
12:15–13:00	Lunch break (45 min)
13:00–14:15	Session 4 – Micro-Teaching and Planning Practice: Small group design and delivery of mini inclusive BC3 sessions using lesson templates and observation tools (75 min)
14:15–14:30	Break (15 min)
14:30–15:30	Session 5 – Debrief, Reflection and Wrap-Up: Facilitating reflective discussions, analysing feedback, refining plans, and summarizing key takeaways (60 min)

Expected outputs of the day:

- A ready-to-use 45–60 minute inclusive BC3 session plan completed using the provided template;
- Completed observation sheets from micro-teaching exercises, monitoring inclusion, autonomy, role rotation and safety;
- Sample debrief notes demonstrating effective reflection and feedback strategies focused on inclusion behaviours;



- Clear evaluation and impact tracking framework for both formative (in-session) and summative (post-session) assessment;
- Evidence of participants' ability to identify and address barriers to meaningful participation in school settings;
- Increased confidence in guiding schoolteachers and sport operators to plan, observe, evaluate and improve inclusive BC3 delivery.

8. Written Content

8.1 Why inclusive BC3 programmes needs Session planning

Inclusive BC3 programmes require structured session planning, evaluation, observation tools, debrief and impact measurement to ensure that inclusion is intentional rather than accidental. Thoughtful planning allows educators to align activities with learning goals, participation options and role rotation, making sessions realistic and achievable within school constraints. Observation tools help monitor meaningful participation, buddy support, safety and engagement, providing evidence to adjust activities in real time. Evaluation and debrief enable reflection on what worked, highlight areas for improvement, and reinforce inclusion behaviors among students and peers. Measuring impact over time demonstrates the social, educational and technical outcomes of BC3 sessions, supporting sustainability and ongoing programme development. Ultimately, these elements ensure that every learner, including those with severe disabilities, experiences dignity, autonomy and meaningful contribution.

8.2 Understanding Severe Disabilities in BC3 Session Delivery

In BC3 sessions, understanding severe disabilities means focusing on functional needs rather than medical labels. Learners may have limited voluntary motor control, low endurance, involuntary movements, visual or hearing impairments, cognitive or communication challenges, or require mobility aids and personal assistants. Effective BC3 delivery requires planning for these needs while preserving dignity, autonomy and meaningful participation. Educators must ask: What does the participant want to do? Which roles or activities can they perform meaningfully today? What support is necessary, and what is optional? Respectful use of assistive devices, role rotation, and peer-mediated inclusion allows learners to engage fully without being token participants. By understanding functional limitations and providing structured choices, BC3 sessions can promote competence, social connection, and agency for all participants.

8.3 Meaningful Participation in Planned BC3 Sport Sessions

Meaningful participation in BC3 sessions goes beyond simply being present; it ensures that every learner has a valued role and authentic contribution. This can include playing, directing a peer, scoring, refereeing, timekeeping, or managing equipment, depending on the participant's abilities and preferences. Planned sessions use differentiation (Level 1/2/3) and multiple participation options so learners can choose a pathway that matches their skills, energy and focus for the day. Role rotation ensures that students experience



both active and supportive roles, preventing tokenism and promoting social inclusion. Meaningful participation also emphasizes autonomy, allowing learners to make decisions, give instructions, or control assistive devices like ramps. When thoughtfully integrated into session planning, meaningful participation increases motivation, engagement, skill development, and social connection for all participants.

8.4 Adaptations and Differentiation in BC3 Sport Sessions in Schools

Adaptations in BC3 sessions adjust tasks, rules, space, equipment, or roles so that all students can access the same learning goals without lowering expectations. Differentiation allows learners to choose from Level 1/2/3 options, providing support or challenge according to their skills and energy. For example, a student may use a ramp, play from a closer distance, or take a non-playing role like scoring or refereeing. Role rotation and clear participation options ensure that every student experiences multiple ways to contribute meaningfully. Thoughtful adaptations make sessions inclusive, engaging, and realistic for mixed-ability school classes while promoting dignity and autonomy.

9. Session Scripts and Core Activities

Session 1 – Extended Theory I: Principles of Inclusive BC3 Planning, Learning Goals, Differentiation and Role Rotation

Duration: 45 minutes

Room setup: Semi-circle seating with a projector or flipchart at the front for slides and key points. This arrangement allows all participants to see visuals and engage in discussion comfortably.

Materials: Slides or printed handouts covering planning principles, differentiation strategies, and role rotation; flipchart and markers for group brainstorming.

Annex used: None (slides only).

Steps:

1. Welcome and orientation (5 min): Introduce the purpose of Module 4, highlighting how planning and evaluation strengthen inclusion and meaningful participation.
2. Trainer input (15 min): Explain principles of inclusive BC3 planning, defining learning goals, differentiation options, and the importance of structured role rotation.
3. Guided reflection (10 min): Participants recall past experiences with planning challenges and write one example of a barrier to inclusion on sticky notes.
4. Mini discussion (10 min): Cluster barriers into categories such as space, time, equipment, peer roles, and teacher support; discuss potential solutions.
5. Trainer synthesis (5 min): Summarise key takeaways, linking planning principles to later sessions on observation, evaluation, and debrief.



Inclusion focus: Emphasise that planning ensures all students have meaningful participation, choice, and opportunity to experience multiple roles in BC3 activities.

Safety focus: Introduce the idea that safe planning includes both physical safety (space, equipment) and emotional safety (respect, autonomy, dignity).

Debrief questions:

- What are the main barriers to meaningful participation in your school or club context?
- How can structured role rotation support inclusion for all learners?
- Which planning elements will you prioritise to balance learning goals, differentiation, and safety?

Session 2 – Observation Tools and Formative Evaluation: Introduction to Observation Sheets, Monitoring Inclusion, Autonomy, Buddy Support and Safety

Duration: 50 minutes

Room setup: Semi-circle seating with space at the front for brief demonstrations of observation techniques; small tables for participants to practice filling out observation sheets.

Materials: Observation sheets, pens, role cards, sample BC3 activity visuals, flipchart or whiteboard for group discussion.

Annex used: Annex H – Observation Sheet.

Steps:

1. Trainer input (15 min): Explain the purpose of formative evaluation, introducing observation sheets as tools to monitor meaningful participation, buddy interactions, autonomy, and safety during BC3 sessions.
2. Demonstration (10 min): Show examples of how to record observations during a short BC3 activity, highlighting what to look for in participation and peer support.
3. Small group practice (15 min): Participants observe a micro-teaching simulation or peer demonstration and complete an observation sheet, noting inclusion and safety behaviours.
4. Discussion and reflection (10 min): Groups compare observations, discuss patterns, and identify challenges in capturing accurate information.

Inclusion focus: Ensure that observation captures multiple participation options, autonomy, and peer-mediated inclusion without bias.

Safety focus: Reinforce monitoring of physical safety (space, equipment, ramp zones) and emotional safety (respectful interaction, consent).



Debrief questions:

- Which behaviours best indicate meaningful participation in BC3 sessions?
- How can observation sheets support real-time adjustments to improve inclusion?
- What challenges did you encounter in monitoring buddy support and autonomy?

Session 3 – Summative Evaluation and Impact Measurement: How to Assess Outcomes, Track Participation, Social Inclusion and Technical Skills

Duration: 50 minutes

Room setup: Semi-circle seating for discussion with space at the front for demonstrations of evaluation methods; tables for small group exercises.

Materials: Sample evaluation forms, completed observation sheets from previous exercises, flipchart, markers, pens, and BC3 mini-activity visuals.

Annex used: Annex H – Observation Sheet (for reference), plus sample evaluation forms for summative assessment.

Steps:

1. Trainer input (15 min): Explain the purpose of summative evaluation in inclusive BC3 sessions, including measuring learning goals, social inclusion, skill development, and programme impact.
2. Demonstration (10 min): Show how to compile data from observation sheets and participant feedback to assess session outcomes.
3. Small group exercise (15 min): Participants analyse sample observation sheets and feedback forms, then summarise findings to evaluate inclusion, buddy support, safety, and technical skills.
4. Group discussion (10 min): Share findings and discuss strategies for using evaluation data to improve future sessions and document impact.

Inclusion focus: Highlight evaluation methods that capture both active and non-playing participation, peer support, autonomy, and meaningful engagement.

Safety focus: Ensure that assessment includes monitoring for adherence to safe practices, both physical (equipment, ramp zones) and emotional (respect, dignity, consent).

Debrief questions:

- What evidence best reflects meaningful participation and social inclusion?
- How can summative evaluation data inform improvements in future sessions?



- Which indicators are most useful for demonstrating the impact of BC3 programmes in schools?

Session 4 – Micro-Teaching and Planning Practice: Small Group Design and Delivery of Mini Inclusive BC3 Sessions Using Lesson Templates and Observation Tools

Duration: 75 minutes

Room setup: Tables arranged for small group planning, with an adjacent open space for micro-teaching demonstrations; clear pathways for movement and role rotation.

Materials: 45–60 minutes' lesson plan templates (Annex G), observation sheets (Annex H), role cards (Annex C), sample BC3 activity visuals, pens, clipboards, cones, soft balls, and optional BC3 ramps for demonstration.

Annex used:

- Annex G – Lesson Plan Template
- Annex H – Observation Sheet
- Annex C – Role Cards

Steps:

1. Briefing (10 min): Explain objectives of the micro-teaching exercise, emphasising planning, differentiation (Level 1/2/3), role rotation, and observation for inclusion and safety.
2. Small group planning (20 min): Each group designs a mini inclusive BC3 session, defining learning goals, participation options, roles, and key coaching cues.
3. Micro-teaching delivery (30 min): Groups take turns delivering a 5–7 minute segment of their session to peers, simulating a school class, while others use observation sheets to monitor inclusion, autonomy, and safety.
4. Peer feedback and reflection (15 min): Observers provide constructive feedback based on inclusion, role rotation, and safe practices; groups discuss improvements and adjust their session plans if needed.

Inclusion focus: Ensure that each mini-session allows multiple participation options, meaningful roles for students with severe disabilities, and structured peer support.

Safety focus: Monitor both physical safety (clear lanes, equipment, ramp use) and emotional safety (respectful interactions, consent, autonomy).



Debrief questions:

- Which aspects of your mini-session best supported meaningful participation for all learners?
- How effectively did role rotation and buddy support work during delivery?
- What changes would you make to improve inclusion and safety in a real school setting?

Session 5 – Debrief, Reflection and Wrap-Up: Facilitating Reflective Discussions, Analysing Feedback, Refining Plans, and Summarizing Key Takeaways

Duration: 60 minutes

Room setup: Semi-circle seating for group discussion with a table or flipchart at the front to record key reflections and feedback.

Materials: Flipchart or whiteboard, markers, observation sheets (Annex H), lesson plan templates (Annex G), debrief question cards, and pens.

Annex used:

- Annex G – Lesson Plan Template
- Annex H – Observation Sheet

Steps:

1. Trainer-led reflection (15 min): Guide participants to share experiences from micro-teaching exercises, highlighting inclusion, role rotation, and safety observations.
2. Group analysis of feedback (15 min): Participants review observation notes and discuss what worked well, challenges encountered, and strategies for improvement.
3. Refining session plans (20 min): Using insights from feedback, participants adjust their lesson plans to better support meaningful participation, differentiation, and safe delivery.
4. Key takeaways and wrap-up (10 min): Trainer summarises essential concepts of session planning, evaluation, observation, and debrief, linking learning to real school implementation.

Inclusion focus: Emphasise reflection on meaningful participation, autonomy, peer support, and equitable role rotation.

Safety focus: Reinforce review of physical safety measures, proper use of ramps and equipment, and maintaining a respectful and supportive learning environment.



Debrief questions:

- Which strategies most effectively promoted meaningful participation in your mini-session?
- How will you apply observation and feedback methods in a real school setting?
- What is one key improvement you will implement in your next inclusive BC3 session?

10. Inclusion and Accessibility Guidance

Use a 'participation options' mindset: ensure every learner has at least two meaningful ways to engage in each activity, including playing and non-playing roles. Plan structured role rotation so students experience buddy, scorer, referee, timekeeper, and equipment manager roles fairly throughout the session. Teach peer support explicitly, emphasizing consent, choice, and waiting for responses rather than doing tasks for the participant. Present Level 1/2/3 differentiation as options for all learners, not as a hierarchy of ability. Use clear visual cues, short instructions, and demonstrations to support communication and understanding. If a learner experiences fatigue, pain, or sensory overload, switch them to a non-playing participation option without framing it as failure. Include a short debrief at the end of each session to reinforce inclusion behaviors, respectful interaction, and social learning.

10.1 Communication tips

- Use short, clear sentences, giving one instruction at a time;
- Demonstrate the task first, then allow participants to try;
- Pair verbal instructions with visual cues, such as floor markers, role cards, or images;
- Check understanding through action (e.g., ask participants to show the first step) rather than just asking verbally;
- Use consistent language and simple terminology across all sessions;
- Give positive, specific feedback focused on what worked and what to improve next;
- Adapt communication for individual needs, including gestures, signs, or alternative aids if required.

10.2 Participation options and role rotation

- Offer at least two meaningful participation options per session for students with severe disabilities, including an active playing role and a supportive non-playing role;
- Rotate roles every 8–12 minutes or after each mini-game to ensure all students experience a variety of responsibilities;
- Clearly define buddy boundaries: ask before helping, wait for a response, provide support without taking control;
- Ensure every student experiences both an active and a supportive role during the lesson to prevent tokenism and promote inclusion;



- Use simple, visible role cards to make roles clear, fair, and easy to follow;
- Encourage peers to take leadership and supportive roles, strengthening empathy, social skills, and teamwork;
- Normalize choice by allowing learners to select roles or levels (Level 1/2/3) that suit their focus and energy;
- Monitor participation and rotate roles flexibly if a student experiences fatigue, pain, or sensory overload;
- Design role rotation so it aligns with the session’s learning goals, safety, and inclusion objectives;
- Debrief after rotations to reflect on experiences, reinforce inclusion behaviours, and identify improvements for future sessions;

11. Assessment and Quality Check

11.1 Evidence that learning outcomes were achieved

Learning outcome	Evidence / tool
Explain inclusive BC3 principles	Quick quiz + discussion observation
Design and deliver sessions	Micro-teaching demonstration review
Implement multiple participation options	Observation sheets during practice
Use observation sheets effectively	Completed observation forms check
Analyze evaluation data accurately	Group data analysis exercise
Facilitate reflective debrief discussions	Debrief notes + peer feedback;
Refine session plans continually	Updated lesson plan review

11.2 Quick knowledge check

1. Define meaningful participation in BC3 sessions;
2. Name two non-playing participation options;
3. List two buddy support autonomy rules;
9. Identify five adaptation/differentiation levers;
10. Give one safe ramp-use practice rule;
11. Explain why Level 1/2/3 is choice;
12. Suggest one strategy for realistic school sessions;
8. Write one debrief question reinforcing inclusion.

11.3 Self-assessment prompt

- I can offer two meaningful participation options for students with severe disabilities;
- I can set up safe BC3 stations quickly;
- I can coach using short cues effectively;
- I can provide Level 1/2/3 choices as options for everyone;
- I can monitor inclusion and safety during sessions;



- One change I will implement next week is: _____;

12. Slides and Visuals

Recommended slide deck length: 25–35 slides

Minimum slide topics:

- Purpose of Module 4 and Day 4 objectives;
- Key terms: meaningful participation, differentiation, peer-mediated inclusion, evaluation, observation, debrief;
- Principles of inclusive BC3 session planning;
- Participation options model: play, assist, officiate, organise;
- Buddy boundaries and respectful peer support;
- Role rotation: purpose, timing, and examples;
- Observation tools overview: sheets, monitoring inclusion, autonomy, safety;
- Formative evaluation: how to track learning during sessions;
- Summative evaluation: measuring outcomes, impact, and social inclusion;
- Data analysis and using feedback effectively;
- Micro-teaching exercise setup and instructions;
- Using the lesson plan template: step-by-step guide;
- Sample BC3 activity layouts and station setup;
- Activity cards overview: Level 1/2/3 differentiation examples;
- Ramp and assistive device principles for safe use;
- Safety considerations: physical, emotional, and consent-based;
- Visual cues and communication strategies for mixed-ability groups;
- Debrief techniques and reflective discussion examples;
- Recording and using observation sheet data;
- Adapting sessions for school constraints: time, space, equipment;
- Realistic role rotation examples for large classes;
- Evaluating buddy support and autonomy effectively;
- Reflecting on inclusion and participation outcomes;
- Linking evaluation findings to session refinement;
- Summary: key takeaways and next steps;
- Optional slides: participant examples, photos, or case studies;
- References and additional resources for inclusive BC3 delivery;



5-Day Training of Trainers (ToT) - Educational Format

Module 5 - Day 5

School implementation, organizing actions and events, partnerships, sustainability

Lead author (partner): MVNGO

1. Module Summary

This day focuses on translating inclusive principles into concrete implementation within real school settings. Participants will explore how to implement inclusive programmes effectively in schools; plan and organise inclusive actions and events (school sport days, awareness campaigns, demonstration events); build meaningful partnerships with local stakeholders and ensure long-term sustainability at pedagogical, organisational, and financial levels. The day is practice-oriented and empowers participants to leave with a ready-to-use school implementation action plan.

2. Target Group, Prerequisites and Trainer Profile

2.1 Target group

Educators/trainers who will empower schoolteachers and sport operators to implement inclusive school-based programmes and organise inclusive actions and events.

2.2 Prerequisites

Participants should be familiar with basic principles of inclusive education, participation models for students with disabilities and core elements of inclusive sport or school-based initiatives (also from previous modules).

2.3 Recommended trainer competencies

- Experience in school programme implementation.
- Experience in organising inclusive events or community actions.
- Knowledge of stakeholder engagement and partnership development.
- Understanding of sustainability planning.
- Strong facilitation and group management skills.

3. Learning Outcomes

By the end of this day, participants will be able to:

7. Design a basic school action plan for an inclusive programme.
13. Identify key steps to organise an inclusive school action or event.
14. Map relevant stakeholders and build potential partnerships.
15. Apply sustainability strategies to ensure long-term programme continuity.



4. Key Messages

- Inclusion must be included in everyday school life, not limited to isolated events.
- Organising inclusive events requires planning, accessibility, and shared responsibility.
- Partnerships strengthen impact and resource capacity.
- Sustainability is achieved through integration into school culture and systems.
- Even small, well-planned actions can lead to long-term structural change.

5. Key Terms and Definitions

School implementation: the structured process of integrating an inclusive programme into regular school practice.

Inclusive event: an action or organised activity designed to ensure meaningful participation for all students, including those with disabilities.

Partnership: a collaborative relationship between two or more stakeholders working towards shared objectives.

Sustainability: the capacity of a programme/project to continue over time through stable structures, resources, and commitment.

Stakeholder mapping: a process of identifying and analysing individuals or organisations that influence or are affected by a programme.

6. Materials, Logistics and Room Setup

6.1 Materials list

- Flipcharts and markers/pens
- Sticky notes (multiple colours)
- Printed action plan template
- Printed sustainability plan template
- Printed stakeholder mapping template
- Projector and slides
- Evaluation forms

6.2 Venue requirements and room layout

- Flexible seating arrangement (tables for group work).
- Space for breakout group discussions.
- Wall space for posting flipcharts.

6.3 Staffing and supervision

Recommended: 1 lead trainer and 1 co-facilitator for group support and timekeeping.



6.4 Accessibility considerations for the venue

- Step-free access.
- Accessible toilet facilities.
- Clear signage.
- Good acoustics and microphone if needed.
- Printed materials available in large font upon request.

7. Day Agenda

Timetable (total day including breaks: 6 hours). Suggested example schedule (see table below):

Time	Content
09:30-10:15	Session 1 – From theory to practice: school implementation framework
10:15-11:00	Session 2 – Designing an inclusive school action or event
11:00-11:20	Break
11:20-12:00	Session 3 – Stakeholder mapping and partnerships
12:00-13:00	Lunch
13:00-13:45	Session 4 – Sustainability planning
13:45-14:00	Break
14:00-15:00	Session 5 – Group work: drafting a school action plan
15:00-15:30	Reflection, knowledge check and closing

Expected outputs of the day:

- A draft of a school action plan
- A basic event planning outline
- A stakeholder map
- A sustainability checklist

8. Written Content

8.1 Why implementation in school settings matters

Inclusive initiatives only create impact when integrated into everyday school practice rather than remaining isolated activities. Schools often organise occasional events or projects related to inclusion, sport or wellbeing, but these initiatives may disappear after a short period if they are not embedded within school structures. Implementation refers to the structured process of bringing an idea into real and sustainable practice. In school contexts, this means ensuring that inclusive activities, such as sport events or physical activity programmes, become part of the school culture and routines. When inclusive sport initiatives are implemented effectively, they can contribute to: promoting



participation and wellbeing among all students; developing social skills, cooperation and respect for diversity; creating opportunities for students with different abilities to engage in meaningful physical activity; strengthening the sense of belonging within the school community.

However, implementation requires planning and coordination. Teachers, school leaders, sport operators and external partners need to collaborate in order to ensure that initiatives are accessible, inclusive and sustainable. For example, an inclusive school sport day can become a powerful educational experience when it is integrated into the school calendar, supported by teachers and partners, and designed to encourage participation from all students.

Without structured implementation: activities remain symbolic or one-off experiences; responsibilities are unclear; initiatives depend on individual motivation; long-term impact is limited.

For these reasons, schools should aim to move from isolated activities to structured implementation strategies that allow inclusive initiatives to grow and continue over time.

8.2 Organising inclusive actions and sport events

School events represent an important opportunity to promote inclusion, participation and community engagement. Sport events in particular can create shared experiences where students collaborate, support each other and develop positive attitudes towards diversity.

However, inclusive sport events require intentional planning. If inclusion is not considered from the beginning, some students may face barriers related to accessibility, participation opportunities or social dynamics.

Organising an inclusive sport event typically involves several planning steps:

1. Defining objectives and purpose
2. Identifying the target group
3. Planning activities and participation options
4. Organisation and logistics
5. Evaluation and reflection

8.3 Building partnerships for school sport initiatives

Schools often have limited resources to organise large events or programmes independently. For this reason, partnerships with external stakeholders can significantly strengthen school initiatives. Partnerships allow schools to access additional expertise, facilities and resources, while also strengthening the connection between schools and the local community.

Potential partners for inclusive sport initiatives include:

- Local disability organisations.
- Municipal authorities.
- Sport clubs.



- Parent associations.
- Universities or training institutes.

Key partnership principles: shared vision and objectives; clear communication; defined roles and responsibilities; mutual benefit.

8.4 Sustainability strategies for school initiatives

Sustainability refers to the ability of a programme or initiative to continue over time and remain meaningful for participants. In school contexts, sustainability means ensuring that inclusive activities do not remain one-time events but become part of the school's long-term practices.

There are several dimensions of sustainability:

- Social sustainability à This dimension focuses on the long-term benefits for the school community. Inclusive sport initiatives can strengthen relationships among students, teachers and families, and promote a culture of respect and cooperation.
- Economic sustainability à Schools must consider how activities will be maintained with available resources. Strategies may include integrating initiatives into existing school programmes; sharing resources with partners; seeking support from local organisations or municipalities.
- Environmental sustainability à Event organisers can also promote environmentally responsible practices, such as reducing waste, reusing materials, and encouraging sustainable mobility to school events.

For initiatives to continue over time, they should be integrated into school structures and should prioritize:

- Institutional embedding (integration into physical education programmes, inot school curriculum).
- Staff training and capacity building.
- Financial planning (budget, fundraising).

Challenges and practical solutions:

- Lack of time à integration into existing curriculum time
- Limited budget à partner with local organisations
- Staff resistance à provide awareness sessions

8.5 Group work: drafting a school action plan

Planning is a key step in transforming ideas into concrete initiatives. When schools organise sport activities or events, a clear action plan can help ensure that objectives, roles and resources are well defined.



An action plan allows organisers to:

- clarify the purpose of the initiative
- define the steps required to organise the activity
- assign responsibilities among staff and partners
- anticipate potential challenges
- plan evaluation and follow-up actions.

During the training session, participants collaborate in small groups to design a School Sport Action Plan for an inclusive activity or event in their own context.

Examples may include: an inclusive school sport day; a weekly adapted physical activity programme; a cooperative inter-class tournament; a school-community sport event.

The action plan should include key elements such as objectives, participants, resources, accessibility considerations, partnerships and timeline.

This exercise encourages participants to apply the concepts discussed during the training and to develop practical solutions that can be implemented in real school settings.

8.6 Reflection, knowledge check and closing

The final part of the training day allows participants to reflect on the knowledge and skills acquired and to identify how they can apply the learning in their own school contexts.

The trainer facilitates a short group reflection focusing on key questions such as:

- What is one idea from today that you could realistically implement in your school?
- What support or partnerships would help you organise inclusive sport initiatives?

Participants complete a short knowledge check and self-assessment.

9. Session Scripts and Core Activities

9.1 Session 1 – From theory to practice: school implementation framework

Duration: 45 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers/pens, sticky notes

Annex used: None, use of slides and flipchart



Steps:

- Welcome and orient participants to the purpose: ToT for empowering schoolteachers and sport operators to implement activities and event in school settings.
- Trainer input (15 min): explain the school implementation framework (Explore – Prepare – Deliver – Sustain), principles of inclusive education
- Guided reflection (10 min): participants reflect on “What makes initiatives disappear after one year? Why they are not really impactful and inclusive?” and write the responses on sticky notes.
- Mini group discussion (15 min): share responses and together cluster them into the stages presented in the school implementation framework (Explore – Prepare – Deliver - Sustain), indicating in which phase the problem lies.
- Trainer synthesis (5 min): present the school implementation framework (visual and YouTube video) and link to later designing event/action in schools, stakeholder and partnerships and sustainability.

Debrief questions:

- Which is the weakest phase in your school context?
- Which barriers do you encounter and why?
- What ensures continuity beyond one motivated teacher?

Resources:

- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>
- <https://www.youtube.com/watch?v=UOM8weR06Gc&t=3s>
- <https://www.edresearch.edu.au/resource-collections/implementation-schools-practical-resources>
- <https://www.edresearch.edu.au/other/articles/explained-key-components-implementation>
- <https://www.florencebilingualschool.it/en/blog/inclusive-education-strategies-for-implementation-in-schools/>

9.2 Session 2 – Designing an inclusive school action or event

Duration: 45 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers/pens, sticky notes

Annex used: Slides and flipchart, case studies



Steps:

- Purpose of the session: ToT for empowering schoolteachers and sport operators to implement inclusive activities and event in school settings.
- Trainer input (15 min): explain how to plan an inclusive event/action in schools (define event purpose, smart objectives, target group, vision, budget, to-do list, feedback, debrief)
- Activity (20 min): improving a school event – case study exercise, participants are divided into **small groups (3–4 people)**. Each group receives a **short case study describing a school event that has some inclusion gaps**.

Case Study 1 – School Sports Day à A secondary school organises an annual traditional School Sports Day for all students. The event takes place on the school sports field and includes competitive races and tea games, activities such as sprint races, relay races, football matches, and long jump competitions. Students participate in teams representing their classes, and teachers supervise the different activity stations. At the end of the day, points are counted and the winning class receives a trophy during a closing ceremony. The event is scheduled during regular school hours and all students attend as participants.

Example of improved version: A secondary school organises an annual Inclusive School Sports Day for all students. The event takes place on the school sports field and in the gymnasium, where different activity stations are set up. The programme includes a mix of cooperative games, adapted sports activities, and team challenges that encourage collaboration and participation. Students take part in mixed teams representing their classes and can contribute in different ways, such as playing in the activities, helping with organisation, keeping score, supporting teams, or assisting teachers at the activity stations. Teachers and student volunteers coordinate the different stations and encourage teamwork and fair play. At the end of the event, the school celebrates different achievements such as collaboration, team spirit, creativity, and engagement, reinforcing the value of participation for all students.

Case Study 2 – Awareness Event à A school organises an Inclusion Awareness Day aimed at helping students better understand diversity and disability. The programme includes an opening presentation by an invited guest speaker who shares personal experiences related to disability and inclusion. Students gather in the school auditorium to listen to the presentation and teachers support the organisation of the event. After the talk, the school community gathers briefly to thank the guest and conclude the event.

Example of improved version: A school organises an Interactive Inclusion Awareness Day to help students explore themes related to diversity and inclusion. The programme begins with a short talk from an invited guest who shares experiences related to inclusion and participation. After the introduction, students participate in a series of interactive workshops organised in different spaces around the school. These workshops include cooperative activities, group discussions, creative exercises, and short experiential activities that encourage students to reflect on inclusion and empathy. Teachers and facilitators guide the



workshops, and students actively participate by sharing ideas, asking questions, and collaborating with peers. The day concludes with a collective reflection where students share what they learned and how they can contribute to building a more inclusive school environment.

Case Study 3 – School Festival à A primary school organises a School Community Festival at the end of the school year to celebrate students’ achievements and strengthen relationships among families, teachers and students. The event takes place in the school courtyard and includes several activity areas such as games, small competitions, food stands, and music performances. Some activities are highly intellectual and theoretical. Parents and teachers collaborate to organise the different areas, and many families attend the event during the afternoon.

Example of improved version: At the end of the school year, a primary school organises an Inclusive School Community Festival to celebrate students’ achievements and strengthen relationships among families, teachers, and students. The event takes place in the school courtyard and includes a variety of activity stations designed to encourage participation from all members of the school community. Activities include cooperative games, creative workshops, music and performance spaces, and student-led initiatives prepared during the school year. Students, teachers, and families collaborate in organising and facilitating the different activities, creating a welcoming and participatory atmosphere. The event encourages interaction among students of different ages and promotes values such as cooperation, respect for diversity, and community engagement.

Groups are asked to analyse the case and answer the following questions:

- What are the main inclusion challenges in this event?
- How could the event be improved to make it more inclusive?
- What practical changes could be implemented?

Participants write their proposed improvements on sticky notes or flipchart paper and write the improved version of the event.

- Mini group discussion (10 min): each group presents their improved version of the event to the rest of participants.
- Trainer synthesis (5 min): the trainer summarises the key strategies that emerged from the case study discussions and highlights key principles of inclusive sport event design: offer different levels of physical engagement; create multiple participation roles; prioritise cooperation and enjoyment; ensure accessible sport spaces and equipment; involve students in organising and facilitating activities. Inclusive events are not necessarily more complex, but they require intentional design and awareness of diverse needs.

Debrief question:

Have you ever/in your school have been organised events? How did they go?

Resources:





<https://localtrust.org.uk/wp-content/uploads/2025/05/How-to-organise-a-successful-community-event-toolkit.pdf>

9.3 Session 3 – Stakeholder mapping and partnerships

Duration: 40 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers, sticky notes

Annex used: Use of slides and flipchart, stakeholder analysis template

Steps:

- Purpose of the session: ToT for empowering schoolteachers and sport operators to implement activities and event in school settings.
- Trainer input (10 min): introduction to stakeholders, stakeholder analysis and stakeholder mapping matrix (Influence vs Interest), key elements of partnerships building
- Practical reflection (15 min): Participants receive a Stakeholder Analysis Template. Individually or in pairs, they reflect on their own school or organisational context and identify potential stakeholders that could support the organisation of inclusive activities or events.
- Group discussion (15 min): sharing stakeholders maps and discuss engagement strategies
- Trainer synthesis (5 min): the trainer summarises the key insights from the activity and emphasises that stakeholder mapping is an important step when planning school initiatives. The trainer concludes by highlighting that strong partnerships can significantly increase the impact, visibility, and sustainability of inclusive school actions.

Debrief questions:

- Does your school currently have partnerships? With which type of stakeholders?
- Which stakeholders would you like to engage more in the future?

Resources:

- <https://umbrex.com/resources/frameworks/marketing-frameworks/stakeholder-mapping-power-interest-matrix/>
- <https://www.projectmanagement.com/wikis/368897/stakeholder-analysis--using-the-power-interest-grid#>
- <https://www.globalschoolsforum.org/wp-content/uploads/stakeholder-mapping-explanation-0-0.pdf>
- <https://www.smartsheet.com/free-stakeholder-analysis-templates>
- https://us.sagepub.com/sites/default/files/upm-binaries/33868_Chapter1.pdf



- https://www.mdrc.org/sites/default/files/RWJF_Partnerships_Brief_0.pdf
- <https://learnercentered.org/blog/building-community-partnerships-a-strategy-for-sustaining-learner-centered-education/>
- <https://www.oecd.org/content/dam/oecd/en/about/projects/edu/21st-century-children/21st-century-children-building-capacity.pdf>
- <https://school-education.ec.europa.eu/en/about/erasmus-programme-schools>
- <https://school-education.ec.europa.eu/en/about/erasmus-programme-schools/partnerships-school-development>

9.4 Session 4 – Sustainability planning

Duration: 45 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers, sticky notes

Annex used: slides, flipchart, sustainability plan

Steps:

- Purpose of the session: ToT for empowering schoolteachers and sport operators to implement sustainable activities and event in school settings.
- Trainer input (15 min): explain what it is sustainability, its pillars/dimensions (environmental, economic, social), key sustainability principles
- Reflection and discussion (20 min): participants individually reflect on sustainability challenges in their own school or organisational context. Each participant receives sticky notes and answers the following questions: “Think about a school initiative or event that did not continue over time. What were the main reasons it stopped?”; “What elements could have helped that initiative become sustainable?”. Participants write their reflections and place the sticky notes on the flipchart under two headings: “Barriers to sustainability” and “Possible solutions”. Discuss together.
- Trainer synthesis (10 min): the trainer introduces the Sustainability Plan, explaining that it can be used by schools or organisations to structure long-term initiatives.

Debrief questions:

- Which sustainability dimension (environmental, economic, social) is most challenging in your context? Why?
- What small change could make a school activity more sustainable?
- How can partnerships support the sustainability of school initiatives?

Resources:

- https://www.naccho.org/uploads/downloadable-resources/Sustainability-Planning-Guide_2023-05-09-150857_gsgd.pdf



- <https://wallacefoundation.org/sites/default/files/2023-08/sustainability-planning-facilitation-guide.pdf>
- https://sustainability.psu.edu/wp-content/uploads/2021/01/PSU-Sustainability-Planning-Guidebook_1-6.pdf

9.5 Session 5 – Group work: drafting a school action plan

Duration: 45 minutes

Room setup: Semi-circle seating; projector/flipchart in front

Materials: Slides (or printed key points), flipchart, markers, sticky notes

Annex used: Use of slides and flipchart, action plan template

Steps:

- Purpose of the session: ToT for empowering schoolteachers and sport operators to implement activities and event in school settings, practical work to draft a school action plan, translate the concepts explored during the day into a practical planning exercise.
- Trainer input (5 min): the trainer presents the key components of a simple School Action Plan, showing them on a slide or flipchart. The goal is to create a basic action plan. Participants are invited to structure their plan around the following elements: activity or event title; objective of the activity/event; target group (students, teachers, school community); main activities or steps; roles and responsibilities (who will do what); resources needed (materials, facilities, partnerships); accessibility considerations (how participation will be ensured for everyone); sustainability aspects (how the activity could continue over time); timeline (when the activity will take place).
- Practical part (40 min): participants are divided into small groups (3–4 people). Each group is asked to design a school-based activity or event that promotes participation, inclusion, and sustainability (for example inclusive sport day, awareness event, weekly inclusive physical activity programme...) by filling a school event action plan. Participants are encouraged to think about realistic constraints, such as time, resources, school schedules, and staff involvement.
- Trainer synthesis (5 min): participants present their school action plan. The trainer reinforces the message that small, well-planned initiatives can create meaningful change within school settings.

Debrief question:

- What was the most challenging part of drafting your action plan?



Resources:

- <https://www.techtarget.com/whatis/definition/action-plan>
- <https://localtrust.org.uk/wp-content/uploads/2025/05/How-to-organise-a-successful-community-event-toolkit.pdf>

10. Inclusion and Accessibility Guidance

- Offer multiple participation roles in group work.
- Allow flexible timing if needed.
- Ensure respectful dialogue and psychological safety.

10.1 Communication tips

- Use clear and simple language.
- Provide information in multiple formats, verbal explanations, written instruction and visual instructions/support.
- Encourage questions and interaction
- Be attentive to non-verbal communication

10.2 Participation options and role rotation

- Create supportive peer roles, where participants can collaborate and help each other during activities.
- Ensure that every role is valued.
- Encourage role rotation, allowing participants to try different responsibilities during the activity.

11. Assessment and Quality Check

11.1 Evidence that learning outcomes were achieved

Learning outcome	Evidence / tool
Organise inclusive events	Case studies improved
Identify partnerships	Stakeholder maps completed
Sustainability planning	Knowledge of sustainability plan's elements
Design action plan	Draft action plan

11.2 Quick knowledge check

1. Define sustainability in one sentence.
2. List three key elements of an inclusive event.
3. Name two potential stakeholders in your context.

11.3 Self-assessment prompt

- I can design an inclusive school action plan. (1-5)



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- I can identify relevant partners/stakeholders in my context. (1-5)
- I know what a sustainability plan is and how to draft it. (1-5)

12. Slides and Visuals

Recommended slide deck length: 25–35 slides. Minimum slide topics:

- Purpose of the Educational Format and Day 5 objectives
- Implementation framework
- Event planning checklist
- Stakeholder Analysis matrix
- Sustainability
- Action plan template





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