

Community Inclusive Sports: Training Pack

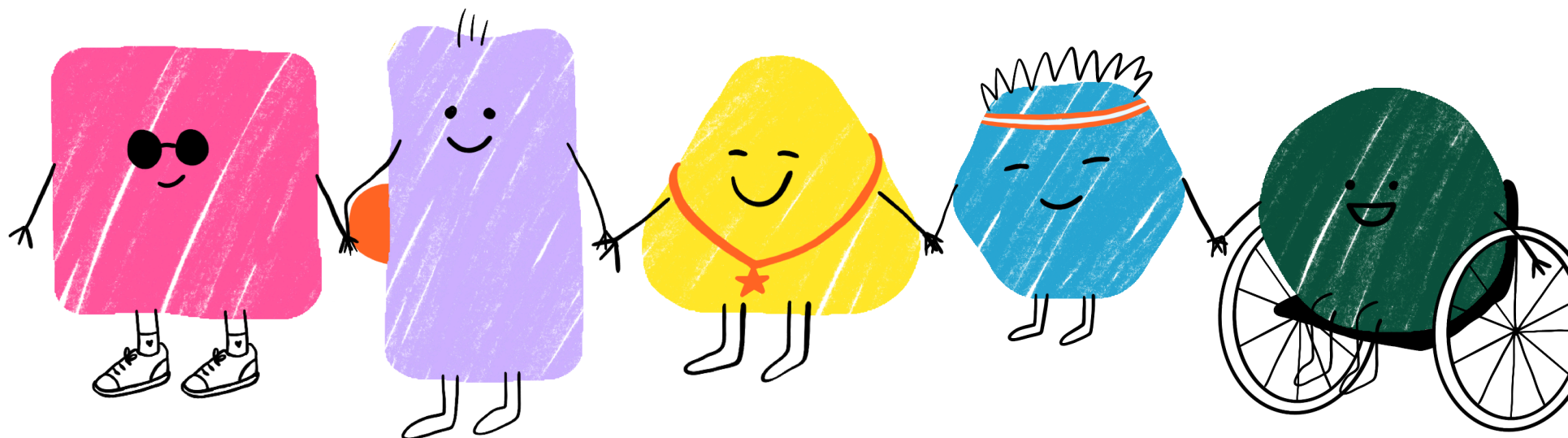


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Introduction

The Community Inclusive Sports Training Pack is addressed to coaches, community sports professionals, and people who support youth, both disabled and non-disabled. Its aim is to promote inclusive sports activities by providing knowledge and practical guidance on the design and implementation of accessible and welcoming sports environments.

The Training Pack supports participants in creating inclusive, accessible, and empowering environments, where everyone can take part, lead, and grow through sport. It offers practical guidance, examples, tools, and adaptable methods for organising activities that are safe, inclusive, and tailored to the needs of marginalised groups.

**“Sport is a tool for
inclusion”**

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INCLUSIVE SPORTS

The term inclusive sports refers to forms of sport that promote participation on an equal basis, focusing on removing barriers and ensuring that everyone can take part on equal terms, regardless of abilities, gender, age or social background.

Inclusive sport places emphasis on adapting activities, equipment and training methods. The aim is to ensure meaningful participation for everyone and to encourage cooperation and mutual understanding between disabled and non-disabled participants.



Many sports professionals and organisations continue to face challenges related to adapting activities, the lack of accessible tools, or understanding how disabled young people can participate on equal terms.



Useful Material

- Brittain, I., Hayday, E., & Milne, E. (2020). Disability, sport and inclusion: Exploring the evidence. *Sport in Society*, 23(11), 1771–1785.
- Coaching Association of Canada. (2020). Coaching inclusive sport: Guidelines and resources. Coaching Association of Canada.
- Darcy, S., Lock, D., & Taylor, T. (2017). Disability and sport tourism: Inclusion, participation and accessibility. Channel View Publications.
- DePauw, K. P., & Gavron, S. J. (2005). Disability sport (2nd ed.). Human Kinetics.
- United Nations. (2020). Convention on the Rights of Persons with Disabilities. United Nations.
- World Health Organization (WHO). (2022). Global action plan on physical activity 2025–2030: More active people for a healthier world. WHO.

Disability in Sport



DISABILITY AND PARTICIPATION IN SPORTS

What is disability? (1/3)

Disability is not an individual problem, but is shaped by society, culture, religion, and the economy (Oliver, 1990/2009).

Disability affects more people than we often assume. More than 1 billion people worldwide live with disabilities (WHO, n.d.).

For many years, the idea of “personal tragedy” prevailed, placing responsibility solely on the individual (Oliver, 2009).

DISABILITY AND PARTICIPATION IN SPORTS

What is disability? (2/3)

According to the social model of disability:

- **Impairment** = a dysfunction of the body or a body part.
- **Disability** = the social exclusion that occurs when the environment fails to take into account the needs of people with impairments (Oliver, 1990/2009).

The social model shifts responsibility from the individual to society and calls for changes in environments, policies, and attitudes.

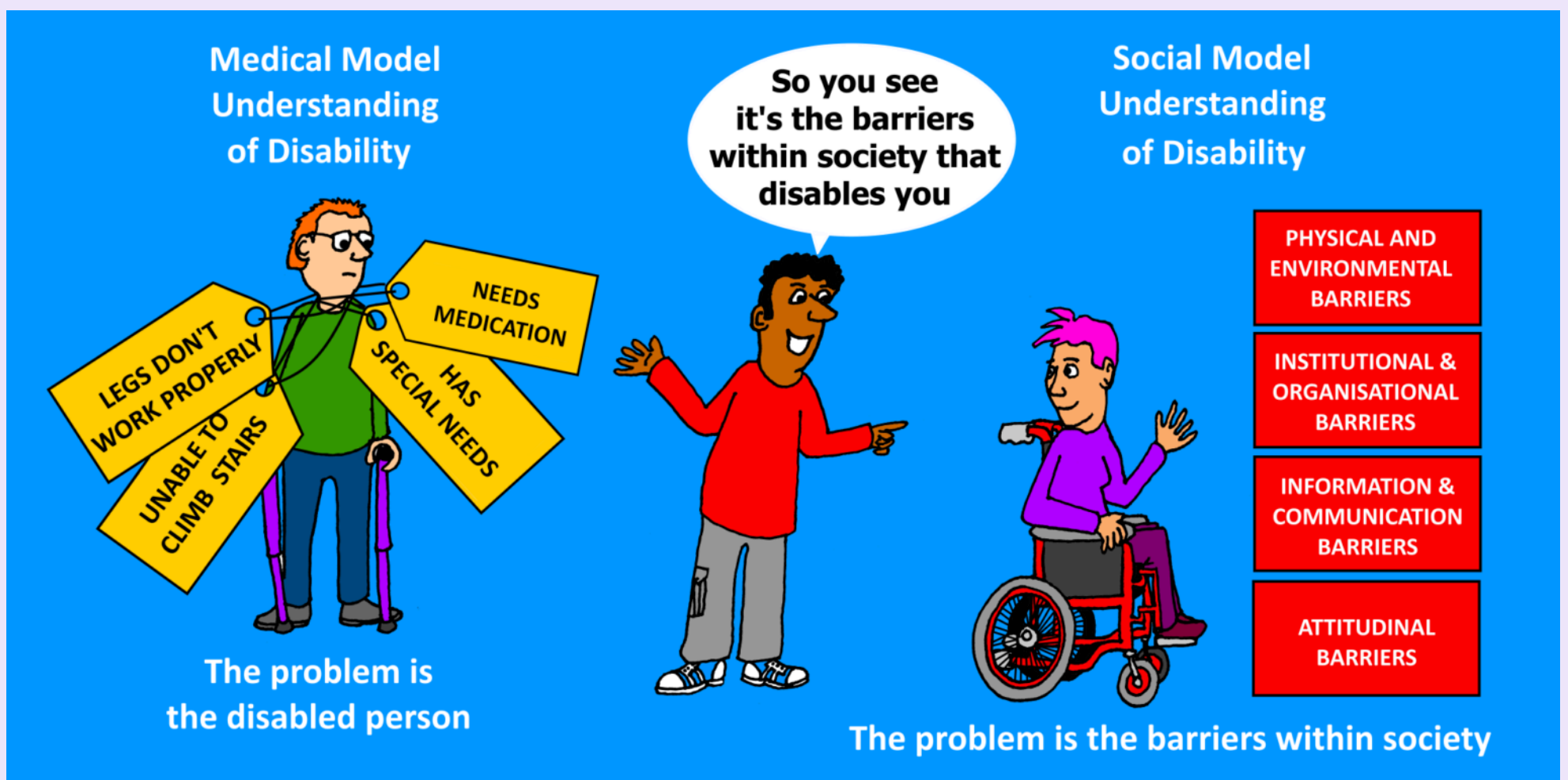
DISABILITY AND PARTICIPATION IN SPORTS

What is disability? (3/3)

The social model of disability is a tool for empowerment and activism, not merely a theoretical framework (Oliver, 2004).

Disability is a form of social performance: it is shaped by policies, attitudes, architecture, and education (Karagianni & Koutsoklenis, 2023).

The effects arising from impairment are not ignored; rather, they are described as “impairment effects” and are understood as having a biopsychosocial character, shaped by cultural criteria (Thomas, 2010). The goal is equality based on needs, not uniformity.



Source: Crippen Cartoons (Disability Arts Online)

“The idealisation of normality presents the non-impaired body as the ‘norm’ and is reproduced through architectural, social, and institutional barriers.”

The real barriers in sports (1/2)



Architectural barriers

the absence of ramps, appropriate changing rooms, tactile guidance paths, and specialised equipment (Darcy & Dowse, 2013).

Organisational barriers

lack of appropriate training for coaches, leading to discomfort and exclusion.

Communication barriers

insufficient information in accessible formats, and the absence of sign language or easy-to-understand language.



The real barriers in sports (2/2)

Procedural barriers

registration, participation, and club operation systems that fail to take into account the impairments individuals may have.



Prejudices

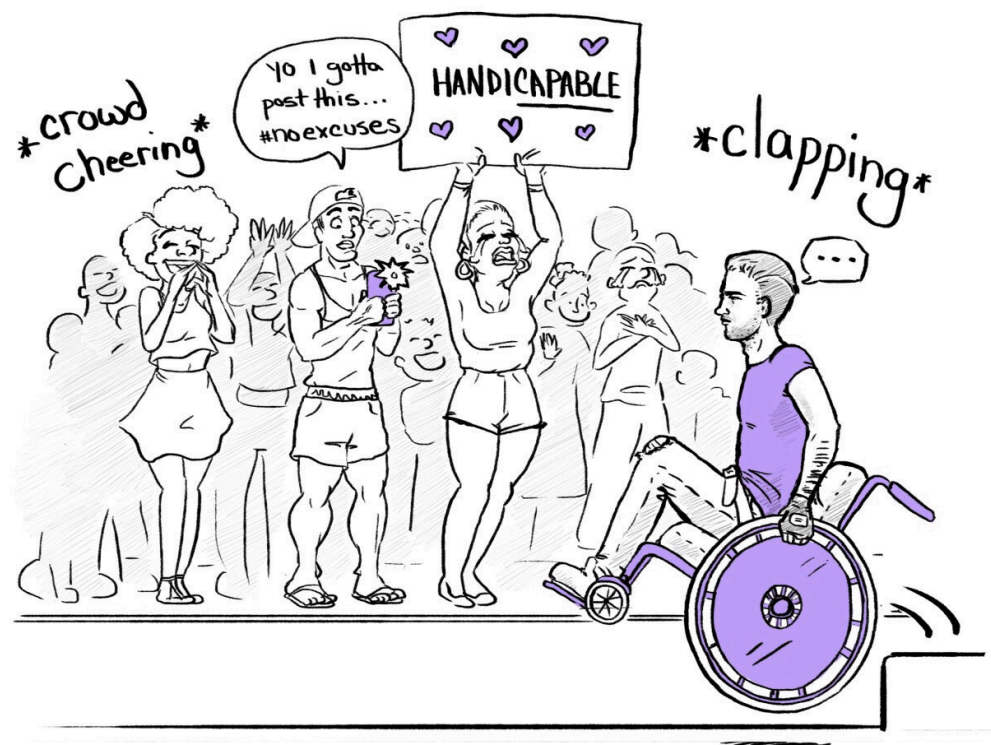
stereotypes about what disabled people are “able” to do, particularly in high-intensity or team sports.

In addition, social stereotypes, the media, and popular culture often reinforce exclusion rather than reduce it:

- **Invisible in everyday life:** Disabled people are often excluded from sports events because “the system is not ready to include them.”
- On the other hand, when they are invited, their presence is frequently tokenistic, lacking meaningful inclusion.
- **Inspiration porn:** The media often portray disabled people as “sources of inspiration” for non-disabled audiences, focusing on extreme stories of “courage” or “overcoming” rather than on their everyday lives, needs, and rights. Instead of promoting equality, this narrative reinforces the idea that the value of a disabled person lies only in their ability to “overcome” their impairment (Young, 2014).

Source: The Disabled Life [CLICK HERE](#)

SPECTATORS



“Inclusion” does not simply mean presence, but active and equal participation in sporting life.

Genuine participation requires accessibility, adaptations, and a shift in attitudes across the entire environment.

According to Fitzgerald (2005), the different body is not an exception but a foundation of the (sporting) community.





Inclusion is not imposed through guidelines, but built collectively with all those involved.

Inclusive communities view difference as a source of learning, not as a barrier (Booth & Ainscow, 2002).

Rather than individuals adapting to the system, the system is transformed to include everyone.

Inclusion is a living process: it reshapes relationships, institutions, and perspectives (Thomas, 2007).

It requires:

- continuous education and communication,
- multiple ways of participation and expression,
- recognition of impairment as part of human diversity.

Sports can become a space of equal opportunities, not exceptions.



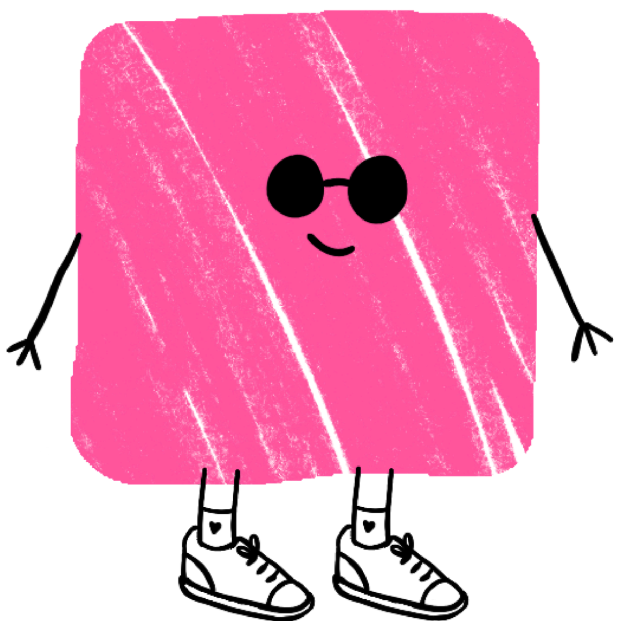
Useful Material

The Politics of Disablement (Mike Oliver, 1990)
Find the book for free [here](#)

Let's raise the roof - A social model of disability (Welsh Government, 2021)
Find the video [here](#)

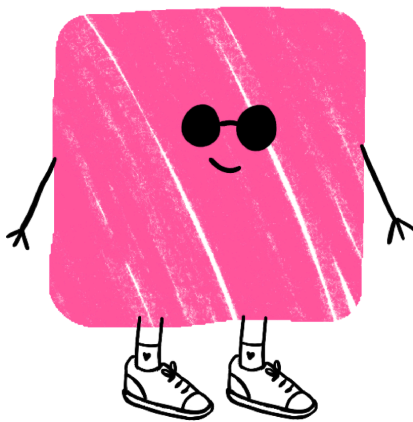
I'm not your inspiration, thank you very much (Stella Young, 2012)
Find the video [here](#)





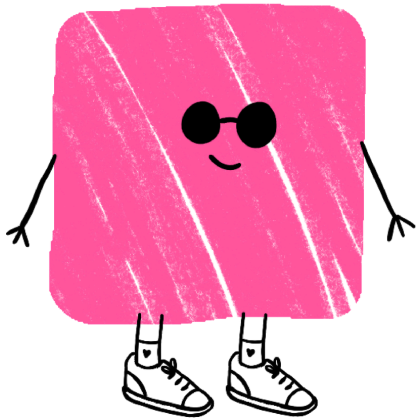
Participants: Approach & Needs

Possible Impairments



Impairments	Possible Characteristics	Possible Adaptations
Physical / Mobility Impairments	Limited movement of upper and/or lower limbs, quadriplegia/paraplegia, wheelchair use, spasticity, amputation, short stature.	Need for adapted equipment (wheelchairs, prosthetics), differentiation of movements, increased risk of overuse in unaffected parts of the body.
Hearing Impairments	Reduced hearing or deafness, limited ability to understand spoken language.	Use of sign language or lip-reading, adapted start/finish signals (lights, hand signals), emphasis on visual contact.
Visual Impairments	Partial or total vision loss, reduced ability to read printed text.	Need for clear spatial marking, a guide or adapted drills, increased risk of falls or collisions without an appropriate environment.
Intellectual Impairments	Reduced ability in comprehension or response speed.	Simplification of instructions, increased repetition, a consistent training routine, and closer supervision to ensure safety and proper technique.
Autism	There may be under- or over-sensitivity to visual, tactile, or auditory stimuli.	A structured schedule, avoidance of excessive sensory input (music, lighting), clear spatial boundaries, and preparation for changes in the training routine.

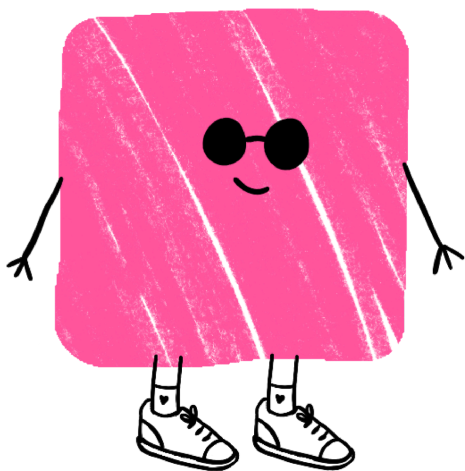
Possible Impairments



Impairments	Possible Characteristics	Possible Adaptations
ADHD or Learning Difficulties	Reduced concentration, possibly reduced attention span and difficulty retaining verbal information.	Written instructions and a slower pace of explanation, sensory breaks, and the option to provide activities that support sensory self-regulation.
Psychosocial Impairments	Mood changes, anxiety, difficulties in social functioning.	Gradual adjustment of intensity, attention to triggers (crowding, time pressure), and an emphasis on self-regulation and the safe use of fatigue as a tool.
Chronic conditions/ impairments	Long-term conditions, easy fatigue, immunosuppression/reduced immune function, need for medical monitoring.	Strict management of training intensity and volume, longer rest breaks, monitoring of symptoms (pain, shortness of breath), individualisation of training energy systems, avoidance of crowds, adherence to hygiene measures, and preference for outdoor settings.
Multiple impairments	Combination of two or more categories.	Combination of adaptations (e.g. both visual and mobility-related), often requiring smaller groups or one-to-one coaching and a slower pace of progression.

Remember that impairments vary from person to person, as do adaptation needs. Even individuals with the same impairment may have completely different levels of functioning or support needs.

Avoid assumptions. Ask the individual about their abilities and the adaptations they need.



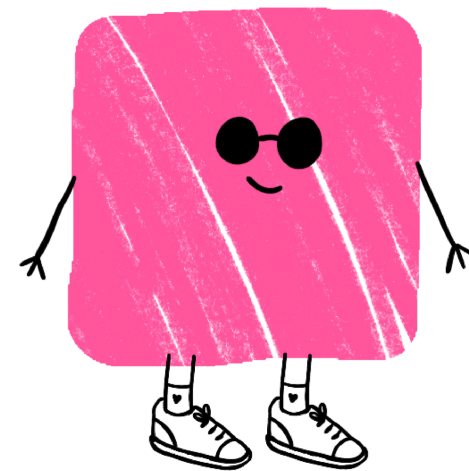
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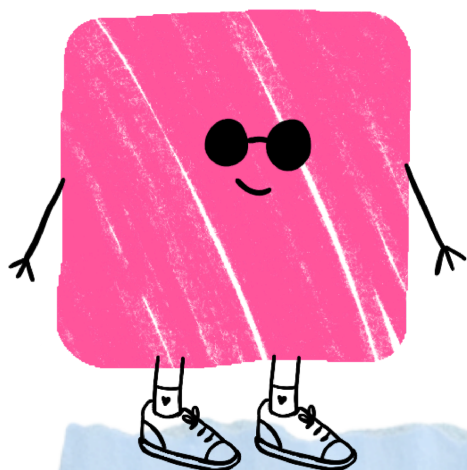
How do you connect with, invite, and collaborate?



You connect with and invite participants through partnerships with sports clubs, disability organisations, local services, or social media. The approach should be direct and free of assumptions or prejudice.

You communicate directly with the individual, not with carers or parents, unless the person is unable to express themselves due to their impairment.

You build collaboration based on respect, understanding, and participation: the person taking part in sports is not a “recipient of help”, but an equal partner in the process.



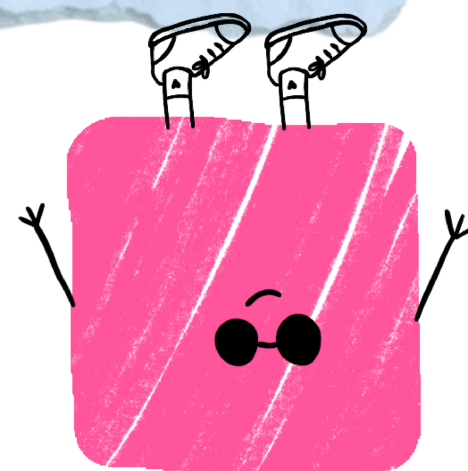
Start with dialogue: ask about goals, interests, challenges, motivations, and preferred forms of support.

Maintain an open and friendly attitude.

Needs assessment: observation in practice, collaboration with specialists, questionnaires/profiles.

Don't make assumptions!

Set realistic, personalized goals together: physical wellbeing, socialisation, technical skills, enjoyment, and participation in competitions.



Universal design (1/2)

Accessibility is not only about entering a space.

It is the combination of infrastructure, equipment, procedures, and (digital) communication that enables everyone to participate on equal terms.

Accessibility should be integrated from the beginning, at all stages of planning, and developed in cooperation with the group concerned.

It should also be remembered that accessibility concerns far more people than we might assume, as groups facing barriers include pregnant women, older adults, parents with prams, young children, people who are overweight or obese, and others.

Universal design (2/2)

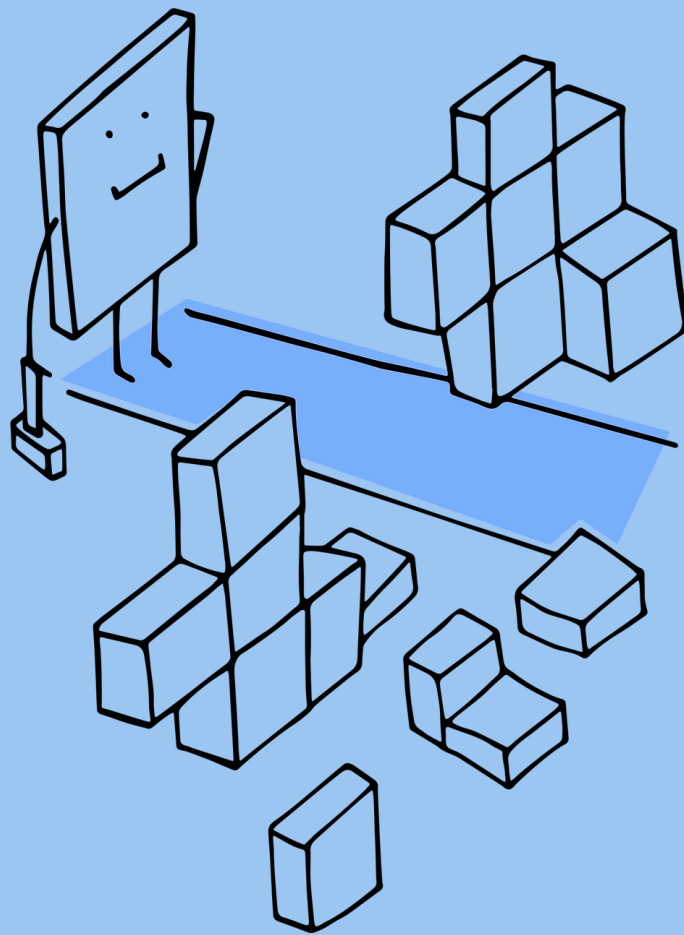
In practice, this means:

Barrier-free infrastructure: Ramps, lifts, corridors of adequate width, accessible toilets, changing rooms and showers, non-slip flooring, signage and auditory signals for people with sensory impairments, etc.

Accessible equipment and support: Sufficient free space around equipment, the possibility of adaptations or alternative options. Trained staff and the option to be accompanied by a support person.

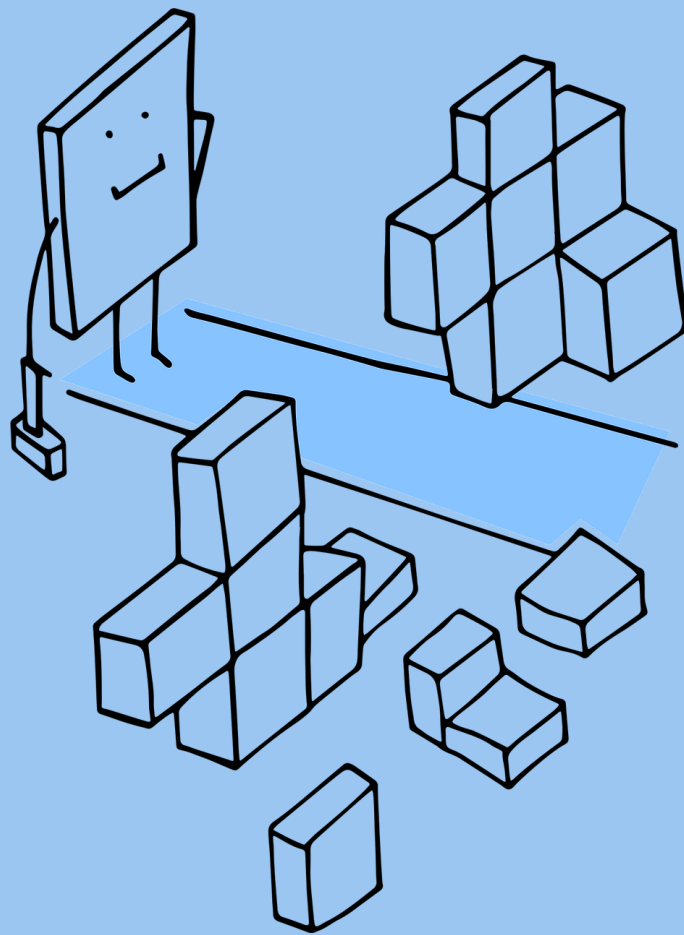
Simple, user-friendly, and accessible procedures: Registration, payment, booking, or information processes that are clear and free from complex language or technical barriers. Information is provided in multiple formats (written, verbal, digital). Support is available for those who need it, without stigma.

**“For better
outcomes, seek
feedback from and
involve disabled
people themselves
in the design
process.”**



With regard to official guidelines and legislation, the following should be taken into account:

- **European Accessibility Act (Directive (EU) 2019/882):** As of 28 June 2025, all EU Member States must ensure accessibility to products and services, including sports facilities.
- **WCAG 2.1 / 2.2:** These set standards for the accessibility of digital services, including websites, applications, digital information, and online booking systems.
- **National standards for physical access:** Specifications for corridor widths, doors, toilets, ramps, signage, and parking spaces. Organisations are required to publish an accessibility statement describing the measures and facilities available.



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Designing accessible activities

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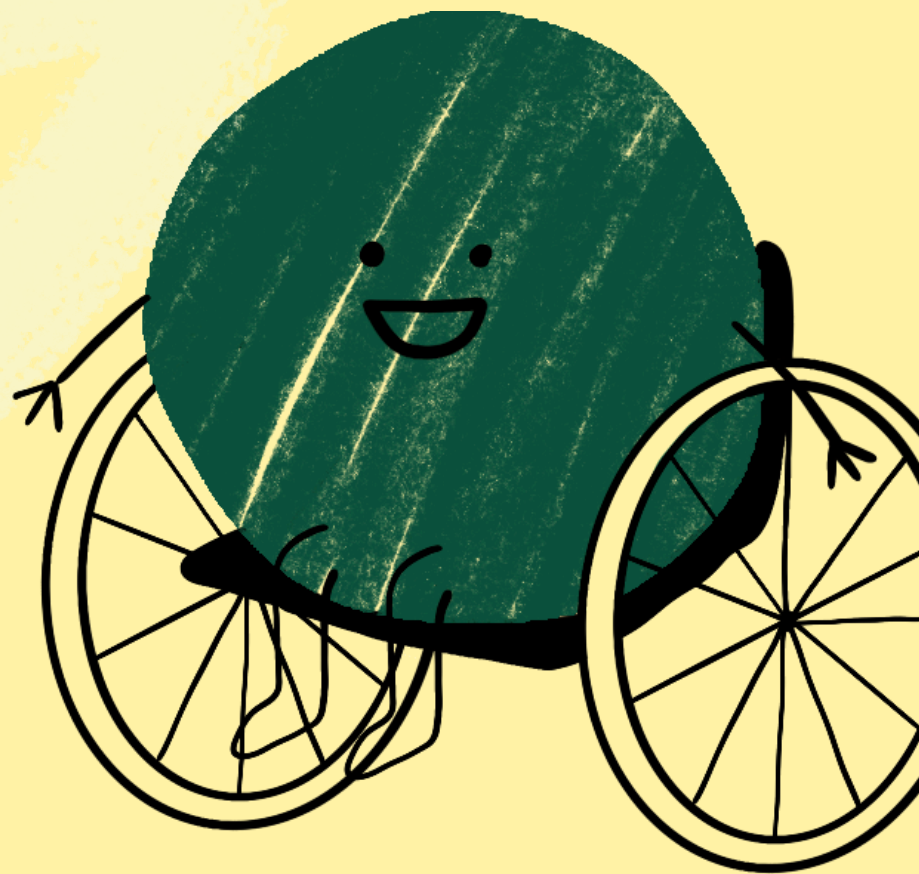
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Adapted Equipment (1/2)

Adapted equipment refers to tools or devices that enable the equal participation of people with impairments in sports (Fitzgerald, 2012).

Such equipment allows for alternative ways of functioning, not by “replacing” impairment, but by adapting the environment to the athlete (Blauwet & Willick, 2012).

It connects mainstream sporting practices with the real needs of disabled athletes.



Adapted Equipment (2/2)

The range of adapted equipment is very wide. It can include a sports wheelchair used in basketball, a simple ball with sound for blind athletes, or a throwing ramp for someone who cannot lift their arms.

In other contexts, adaptations may involve an ergonomic grip on a racket, flotation aids for swimming, or changes to the weight and shape of the equipment.

Adaptation, however, does not only concern the body. It can also relate to communication, for example by presenting exercises with images, using simple language or videos for explanations, or providing instructions in sign language.



Barriers to equipment access

Despite its importance, adapted equipment:

Is often expensive – for example, a sports wheelchair can cost over €5,000 and is often not covered by public authorities or insurance schemes.

Is unavailable in local gyms and public spaces: accessibility is often limited to a small number of specialised organisations.

Coaches and management are often unaware of the existence or use of such equipment, and therefore do not suggest it or request it.

The lack of adapted equipment is not only a technical barrier; it is also a symbolic one. It sends the message: “This space is not for you.”
(Howe, 2008)

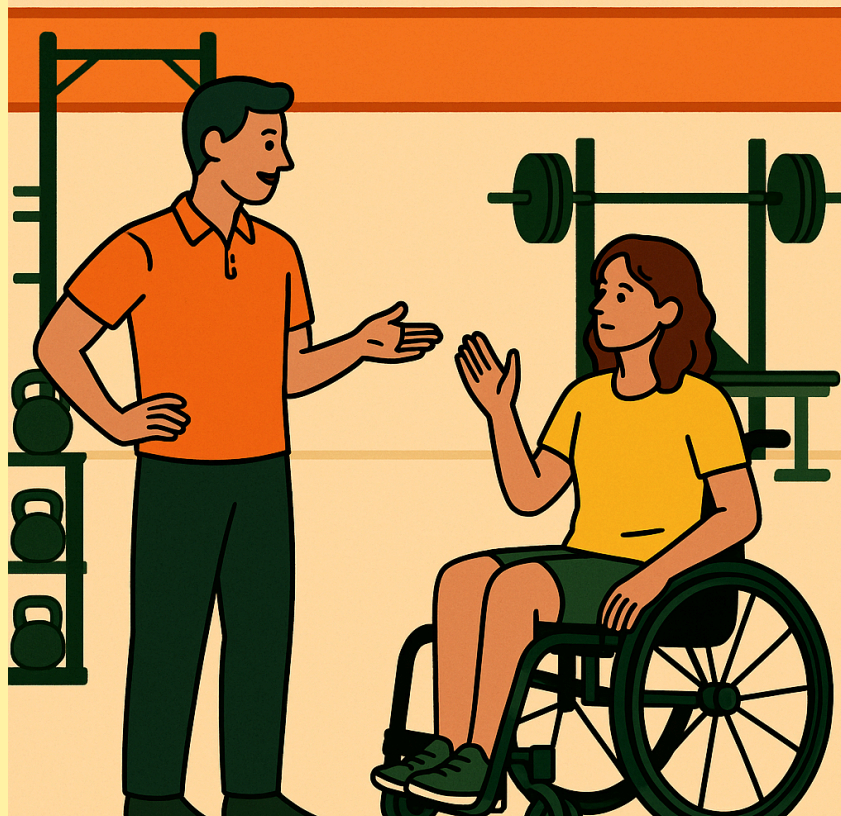
What can sports venues and sports clubs do?

Invest in basic adapted equipment: equipment should be included in the facility's budget from the outset and not treated as an extra cost.

Collaboration with organisations: connect with organisations that provide or subsidise adapted equipment.

Train staff: ensure proper use, care, and maintenance of equipment so it can be used by everyone.

Involve users: include disabled people in the design process through discussions, focus groups, or trials.



Support Staff

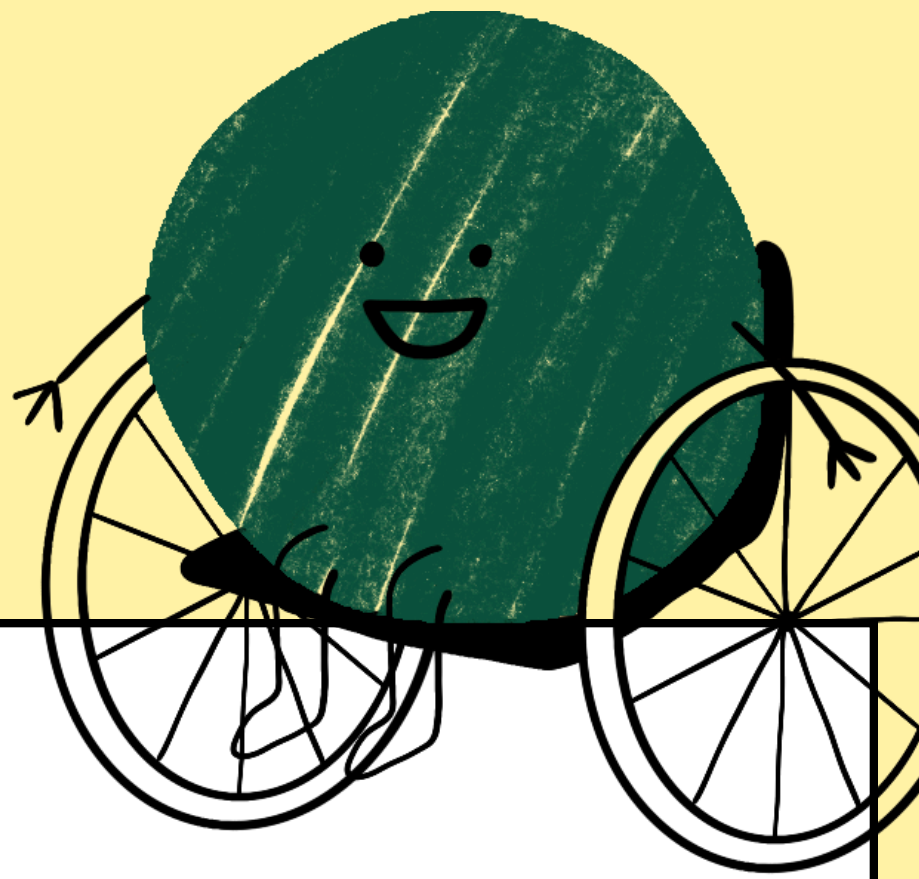
Equal participation in sports may require the presence of support staff. Their role should be clearly defined, promote independence, and be adapted to the needs of each individual.

A personal assistant provides individualised support in the everyday life of a disabled person, follows their instructions, supports autonomy, and helps prevent social isolation.

A training assistant supports the athlete during exercise, without being involved in personal care.

The training assistant may be the same person as the personal assistant and therefore be the responsibility of the participant.

However, support may also be provided by the sports facility.



Useful Material

Accessibility for persons with disabilities and obstructed persons
(Ministry of Environment and Energy)

Find the legal framework [here](#)

European Accessibility Standards (European Union)

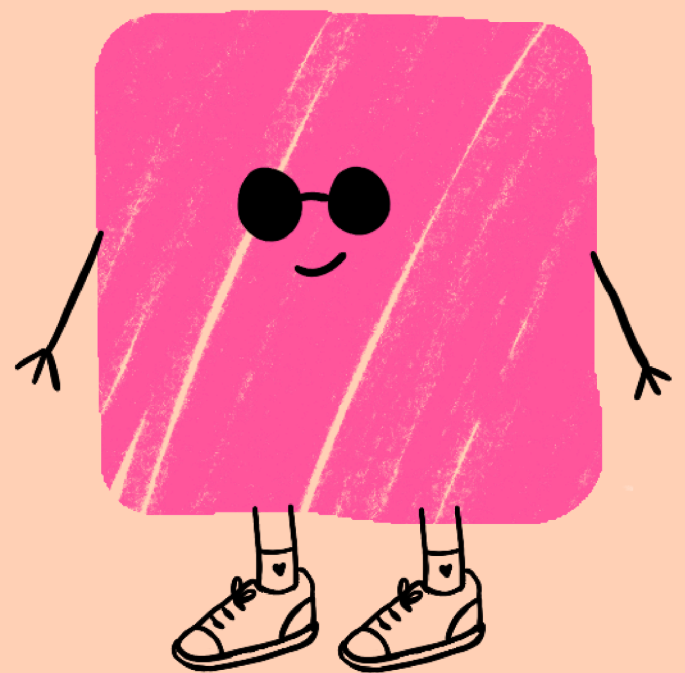
Find the standards [here](#)

Web Content Accessibility Guidelines (WCAG)

Find the Guidelines [here](#)

Adapted sports equipment: Find Examples [here](#) and [here](#)

Communication & Team Dynamics

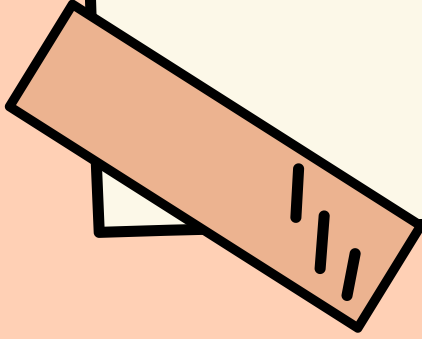
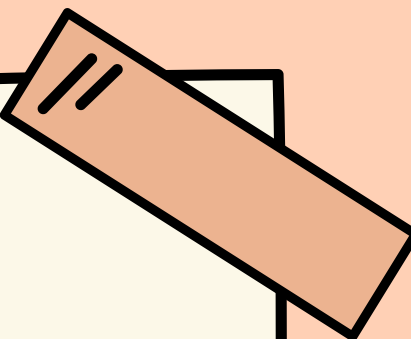


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Inclusive language and behaviour

Inclusive language is not only about using terms that respect disabled people, but also about ensuring that communication recognises diversity as part of human variation. This includes gender, gender identity and expression, sexual orientation, age, and national or cultural identity.

For example, instead of expressions such as “boys and girls”, the use of terms like “people” or “the group” is encouraged. Similarly, instead of “people with special needs”, the term “disabled people” is preferred, in line with the social model approach to disability (UN, 2020; European Disability Forum, 2022).

Useful resources include guides such as UNESCO’s Inclusive Language Guide (2021) and the Council of Europe’s Gender-Inclusive Language Toolkit (2019).

Incorrect Terminology	Preferred Terminology
PwSN: People with Special Needs	PwD: Persons with Disabilities / Disabled People
Invalid carriage / Καροτσάκι	Wheelchair
Confined to a wheelchair	Wheelchair user
Person with mental retardation / retarded	Person with an intellectual impairment
Deaf-mute	Deaf or hard of hearing person
Psychiatrically disabled / crazy	Person with a mental health impairment
Vision / hearing problems	Visual / hearing impairment, deaf and hard of hearing people, blind people, partially sighted
Dyslexic	Person with dyslexia
Able-bodied (as the opposite of disabled)	Non-disabled person
Special adaptation / entrance / facility	Universal design, accessibility adaptation, accessible facility



Leadership and Collaboration

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Leadership in sports and youth activities is not about control or imposing decisions.

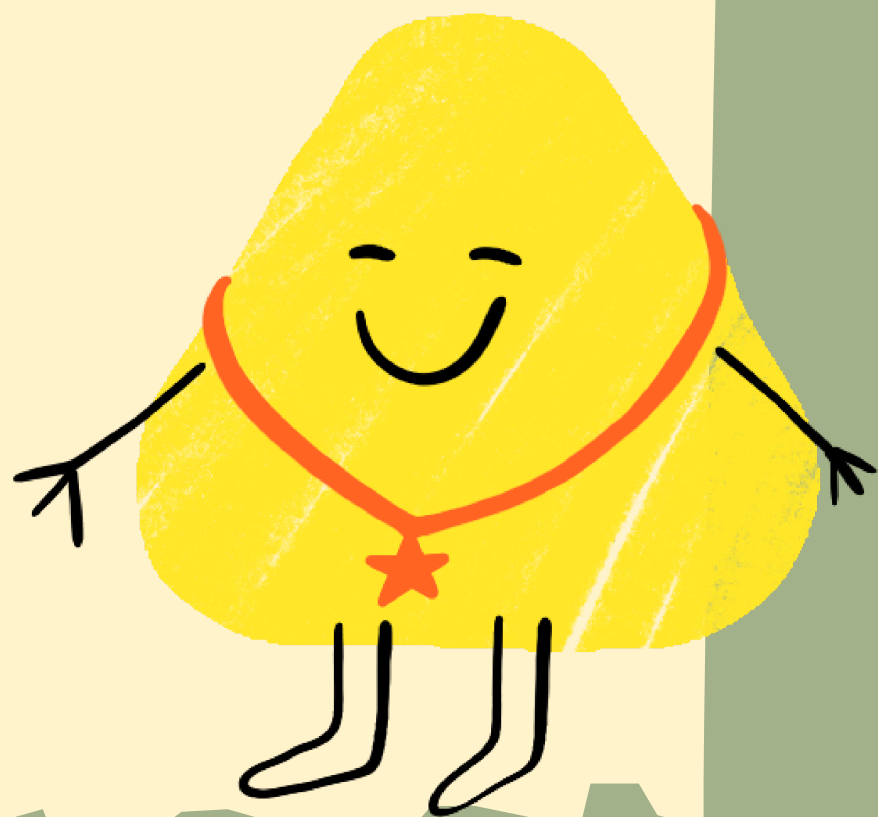
It is the ability to guide, support, and inspire participants, creating a safe and encouraging environment where everyone can grow, actively participate, and take initiative.

In contrast, an authoritarian approach limits participants' voices and reduces their motivation and enjoyment.

Distinguishing Leadership from Authoritarianism

Characteristics	Leadership	Authoritarianism
Approach	Builds trust and cooperation	Focuses on control and enforcement
Participation	Encourages active participation and initiative	Limits autonomy and participants' voices
Decision-making	Shared, with respect for participants' needs and ideas	Taken solely by the leader, without dialogue
Climate	Safe, positive, and encouraging	Restrictive and stressful

Leadership Theories and Their Application in Sports



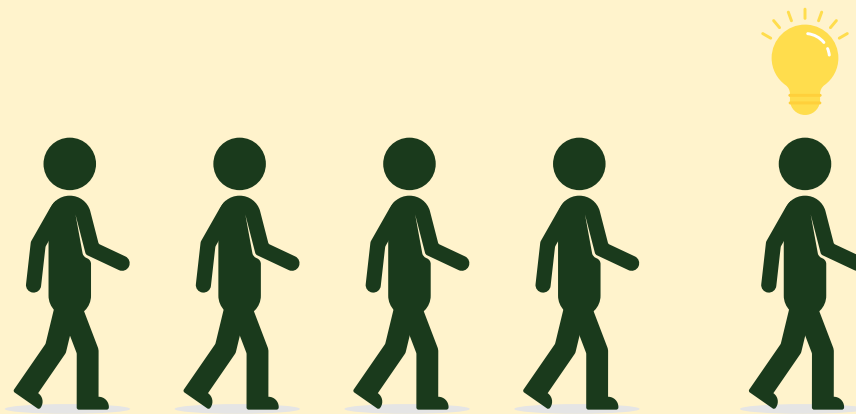


Servant Leadership: The leader supports and empowers the team.

Activity example: One participant organises the distribution of equipment and helps others join the activity.

Participative Leadership: Decisions are made collectively, promoting equality and commitment.

Activity example: All participants vote on which exercise will be done first or how the groups will be formed.



Transformational Leadership: Encourages growth, creativity, and initiative.

Activity example: Participants suggest and design their own games or exercises, with support from the practitioner.

Situational Leadership: The leader adapts their style according to the needs and level of the participants.

Activity example: More guidance is provided to beginners, while more experienced participants are given greater autonomy.

Topic	Key Principles	Examples / Activities
Leadership	Servant, participatory, transformational, situational	• Warm-up with rotating leadership roles • Group skill exercises with participation • Brainstorming games
Collaboration	Encouraging participation, trust, active involvement	• Everyone involved in decision-making • Group-based activity planning
Leadership roles for all	Accessibility regardless of disability	• “Warm-up leader of the day” • Assigning roles to all participants
Peer support	Empowerment of participants, mutual support	• Activities where participants guide others • Group skill exercises
Conflict management	Resolving differences with respect, positive climate	• Role compromises • Switching activities in case of disagreements



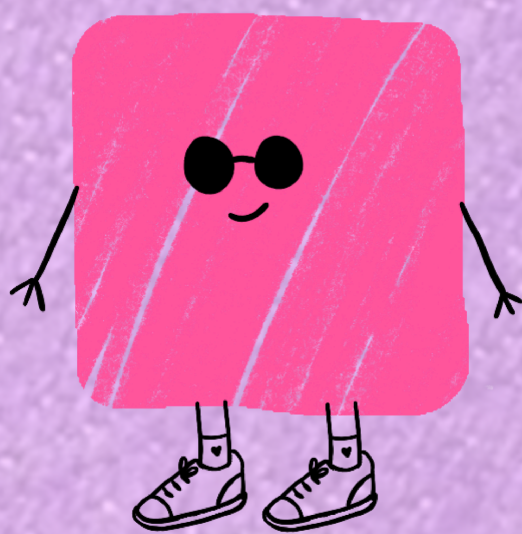
Leadership should be accessible to all participants. Anyone can lead a warm-up, organise exercises, or guide their teammates, regardless of whether they have an impairment or not.

Support or adaptations may be needed, such as tactile or visual aids or guidance from the practitioner, but the focus remains on each person's abilities and contribution.

Assigning leadership roles builds confidence, strengthens social interaction, and encourages the active participation of everyone, while challenging the stereotype that only non-disabled people can organise or lead.



Evaluation and Improvement





Evaluation is not just a formal process, but a cornerstone of continuous improvement and development, both for the activities and for the participants.

Through evaluation, trainers and participants can identify what worked well, which areas need adjustment, and how even more empowering experiences can be created for everyone in the group.



Participants learn to use a variety of feedback tools and methods, such as experience evaluation questionnaires, one-to-one interviews, group feedback discussions, self-assessment, and peer review.



For example, a simple tool can be a “feedback card”, where each participant notes what they enjoyed, what they found challenging, and what they would like to see done differently next time. Other techniques include observing participation, using video to review activities, and collecting quantitative data on participation and satisfaction.



To ensure effectiveness and genuine inclusion, it is important to use specific evaluation tools, both internally (self and peer evaluation) and externally (independent observation or evaluation by quality assurance experts).

Examples of such tools include self-assessment, observation, SWOT analysis, IMPACT+, videos, videos from other athletes, and interviews.



Annex: 10+1

Inclusive Sports

Activities

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1

DANCE & MOVEMENT



Duration:

25 min



Number of participants

6 - 12



Materials & Resources:

- Music (rhythmic, adapted to the group's energy level)
- Scarves, ribbons, or colourful fabrics
- Resistance bands or small balls
- Chairs or supports (if needed for seated movements)
- Dance instructor or movement facilitator



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Description:

The “Dance & Movement” activity is designed so that everyone can take part, regardless of physical ability or previous dance experience. Participants take part in a guided session of rhythmic movement focusing on coordination, rhythm, creative self-expression, and group connection.

The session may include simple choreographies with music, free movement, or mirror exercises, where group members take turns leading and following.

The aim of the activity is to build confidence, self-expression, body awareness, and group cohesion through the joy of movement and music. A safe and open space is created, free from barriers, where everyone can move or participate while seated.

To implement the activity: The trainer starts with a warm-up (5–7 minutes), including gentle stretches and rhythmic movements.

This is followed by simple movement sequences adapted to the abilities and interests of the group.

Participants are encouraged to express themselves freely, move with the music, and interact with one another. The activity concludes with relaxation and breathing exercises.



Accessibility adaptations:

Participants with mobility impairments or wheelchair users: Movements are adapted to a seated position, with emphasis on the upper body, shoulders, and facial expression. Scarves or ribbons can be used to support rhythm.

Participants with visual impairments: The trainer uses clear verbal instructions to describe the rhythm and range of movements. Music with a clear, steady, and repetitive beat is preferred.

Participants with hearing impairments (deaf or hard of hearing): Visual cues or sign language are used for guidance. Movements are synchronised with visual stimuli or lights.

Participants with intellectual or psychosocial difficulties: Instructions are given using simple, clear language, supported by visual demonstration.

Repetition is encouraged, along with positive reinforcement.



Additional education resources:

- Beginners Guide to adaptive dancing [here](#)
- Inclusive and adaptive dancing [here](#)

2

CLIMBING (BOULDERING)



Duration:

120 min



**Number of
participants**

2 - 8*

*depending on available routes and trainers



Materials & Resources:

- Climbing shoes
- Climbing instructor
- Bouldering mats or thick protective mats for safety
- Climbing chalk
- Marking chalk or tape (to define routes)



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Description:

The Climbing (Bouldering) activity focuses on developing physical strength, balance, trust, and mental resilience. Participants are invited to climb small indoor or outdoor climbing surfaces without ropes, while safety is ensured through the use of special protective mats.

The activity starts with an introductory familiarisation session:

- Presentation of the space and equipment.
- Explanation of basic safety and technique principles (grip, balance, weight distribution).
- Warm-up and mobility exercises.

Participants then work in small groups or pairs, supporting one another by offering verbal and emotional encouragement.

The trainer helps each person identify a route that matches their level, while setting realistic and personal goals.

Exercise 1:

Working in pairs, one person climbs onto the wall and looks for a stable and comfortable holding position, remaining there for 5 minutes. Support is maintained using one hand and two feet, or two hands and one foot (After 5 minutes, the roles are switched).



Description:

Exercise 2:

Working in pairs, one person guides the other by giving instructions on where to place their hands and feet, without moving more than 2 metres from their starting position, for 5 minutes. (Afterwards, the roles are switched.)

Exercise 3:

Working in pairs, participants climb and traverse for 5 minutes, maintaining communication and safety with one another. (Afterwards, the roles are switched.)

Exercise 4:

Working in pairs, participants climb and traverse while holding a ball. During the activity, they try to pass the ball to their partner, practising coordination, communication, and cooperation. (5 minutes, then the roles are switched.)

Activity objectives:

- Strengthening physical strength and balance.
- Developing calmness, self-confidence, and resilience.
- Promoting trust and cooperation among participants.
- Enhancing self-awareness and empowerment through overcoming personal limits.



Accessibility adaptations:

Below are indicative adaptations based on participants' needs:

For participants with mobility impairments or wheelchair users:

- Use of an adaptive harness providing trunk and thigh support.
- Adapted pulley systems or traction devices that allow the person to pull themselves up using their arms.
- Routes with larger holds and easier access to support points.
- Participation with a helper or spotter providing physical and verbal support.

For participants with visual impairments:

- Verbal guidance (e.g. “reach for the hold on the left at shoulder height”).
- Colour-coded or textured marking of holds for easier recognition.
- Emphasis on emotional safety and building trust with the trainer or accompanying person.

For participants with hearing impairments:

- Visual cues or signs from the trainer during guidance.
- Pre-agreed hand signals for “stop”, “go”, and “turn”
- Use of illustrated instructions with examples of technique.



Accessibility adaptations:

For participants with intellectual impairments or psychosocial difficulties:

- Simple and clear instructions, with demonstration before each attempt.
- Encouragement through positive feedback.

Focus on play and cooperative learning (“together we climb higher”).

Creation of a safe and calm environment, free from performance pressure.



Additional education resources:

- Adaptive Climbing: [here](#)
- Adaptive CLimbing Group: [here](#)
- Considerations for Adaptive Climbing: [here](#)



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3

SPORT CLIMBING



Duration:

120 min



Number of
participants

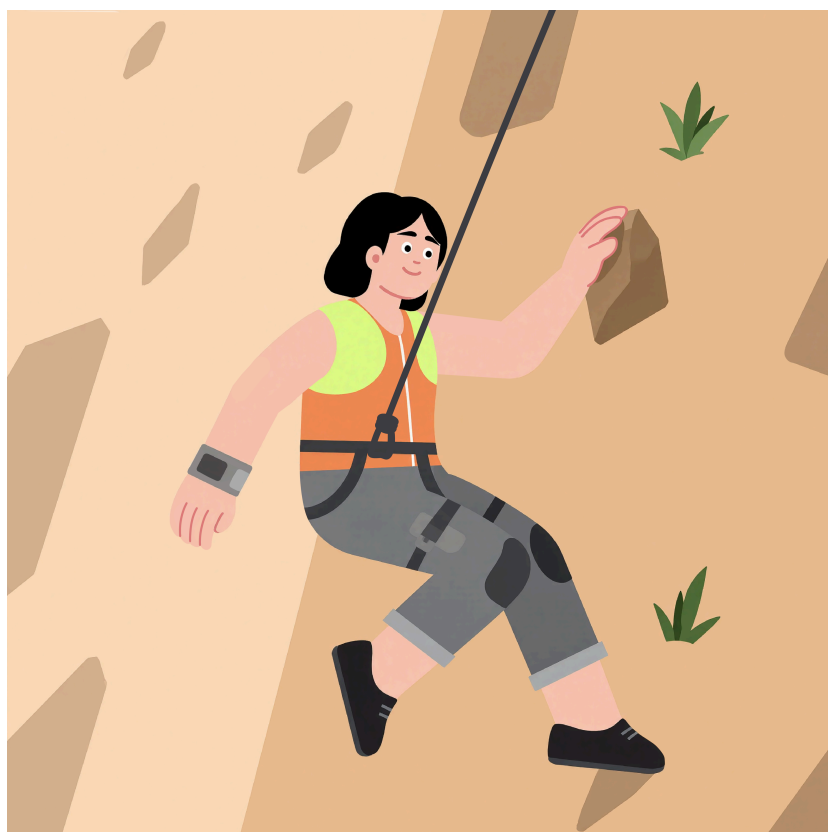
2 - 8*

*depending on available routes and trainers



Materials & Resources:

- Climbing shoes
- Climbing instructor
- Bouldering mats or thick protective mats for safety
- Climbing chalk
- Marking chalk or tape (to define routes)



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Description:

It is a climbing activity designed to be inclusive, allowing both disabled and non-disabled people to take part through appropriate adaptations. Participants climb artificial or natural walls, using ropes for safety and receiving guidance from instructors.

To implement the activity:

- A climbing route is set up with markings indicating handholds and footholds.
- Each participant wears a helmet and a safety harness.
- One or more instructors act as belayers, ensuring safety through the rope system.
- The aim is for participants to climb safely to the top of the route, building strength, balance, and self-confidence.
- The activity can be carried out individually or in groups, with each participant receiving real-time guidance and support from the climbing instructor.



Accessibility adaptations:

Participants with reduced mobility or balance:

- Climbing harnesses with rope support (top-rope) are used, along with guidance from the belayer, to ensure equal participation.
- Protective mats or safety padding are added to the area around the wall.



Accessibility adaptations:

Participants with severe mobility impairments (e.g. powered wheelchair users):

- They can take part using specialised climbing equipment (adaptive harnesses) with support from instructors.
- Instructors provide guidance on direction and body positioning and may also manage the rope system to ensure safety.

Participants with visual impairments:

- The instructor uses verbal instructions and sound cues to guide the climber.
- Markers or tactile elements can be placed on the wall to support orientation.

Participants with hearing impairments (deaf or hard of hearing):

- Sign language or hand signals are used to give instructions during climbing.
- The instructor may stand in front of or next to the participant to provide visual guidance.

Note: All instructions should be given in a simple and clear way. Demonstrating the technique before starting the climb is recommended, in order to ensure understanding and safety for all participants.



Additional education resources:

- Adaptive climbing magazine: [here](#)
- Adaptive Climbing webinar: [here](#)



4

GOALBALL



Duration:

**15 - 30
min**



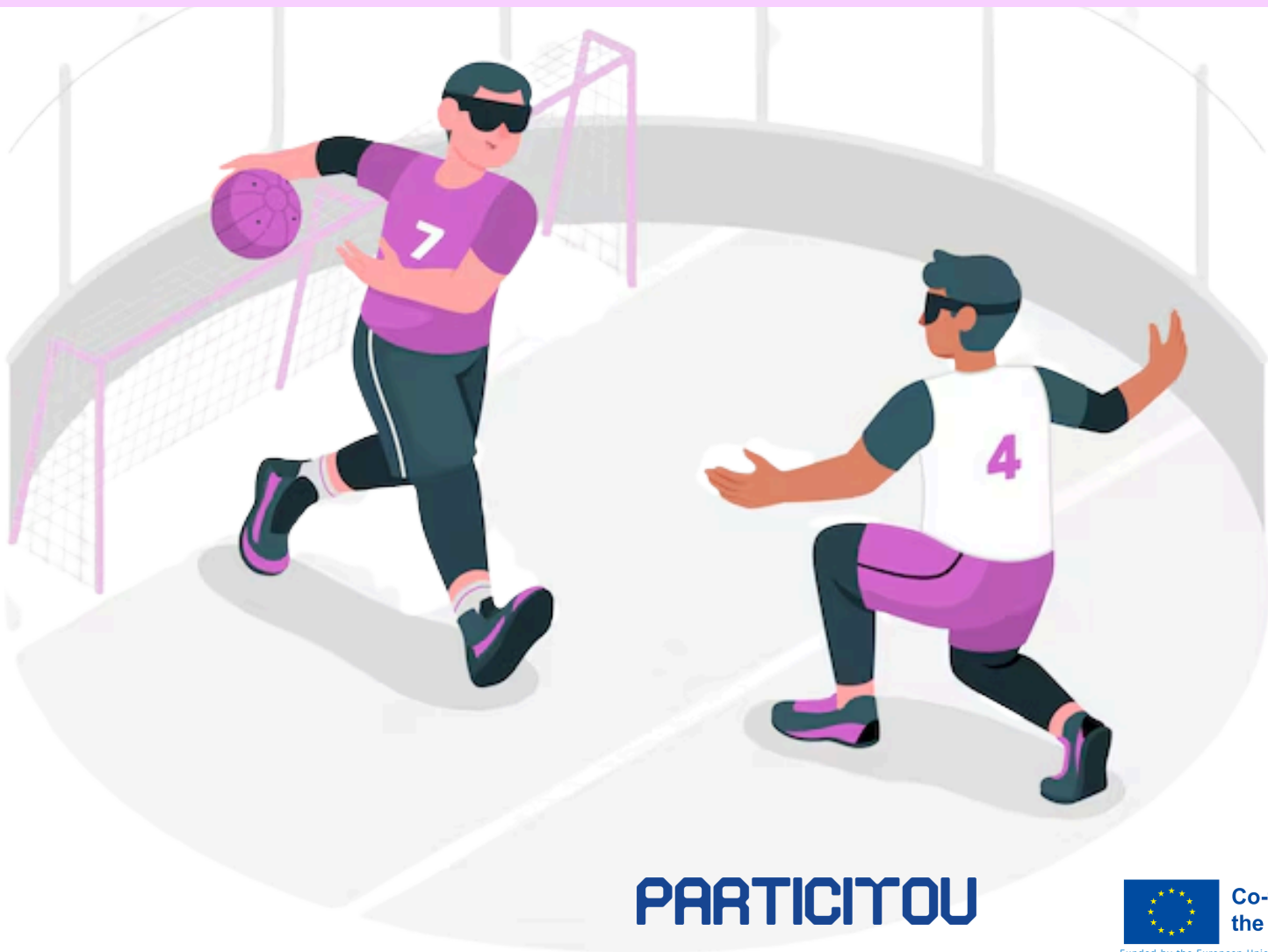
**Number of
participants**

4 - 8



Materials & Resources:

- Eye masks / blindfolds
- Ball with a bell
- Stakes / cones / goals
- Tape or rope



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Description:

Goalball is a team ball game that uses a ball with bells inside. It is designed primarily for people with visual impairments, but it can be played by everyone by wearing blindfolds.

For its implementation:

A rectangular court is set up (approximately 10 × 6 metres). Goals or cones/stakes are placed at each end to define the goal area (approximately 4–7 metres wide, depending on the number of players). Floor markings (e.g. rope fixed with tape or tactile tape) can be added to support orientation.

Participants are divided into two teams. Everyone wears blindfolds to ensure an equal level of vision. The aim is to roll the sound-emitting ball towards the opposing goal, while the other team attempts to stop it, mainly using their bodies.

The game requires silence so that players can hear the ball. Substitutions, instructions, and playing time can be adapted according to the needs of the group.



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Accessibility adaptations:

For participants with reduced mobility or balance:

- All players can sit on the floor to ensure equal participation.
- Protective cushions or mats can be used if needed.

For participants with severe mobility impairments (e.g. powered wheelchair users):

- They can take part as guides, positioned behind the goal, providing sound or visual instructions to the players.
- The ball may be used without sound, placing greater emphasis on cooperation with the guide.

For deaf or hard of hearing participants:

- Players are positioned with their backs facing the throwing area.
- A person with visual contact uses sign language or hand signals to give instructions about the direction of the ball or when to move.

Note: Instructions should be given in a simple and clear way, and a brief demonstration should be provided before the activity starts to ensure understanding by all participants.



Additional education resources:

- Video of the sport [here](#)



VOLLEY



Duration:

**20 - 40
min**



Number of
participants

2 - 12



Materials & Resources:

- Volleyball or soft ball
- Net or rope with poles (adjusted to an appropriate height)
- Cones/tape/rope to mark the court
- Mats (if needed)



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Description:

Volleyball is a dynamic and cooperative sport that can be easily adapted for mixed groups of participants with and without disabilities.

The court size can be reduced (e.g. 10 × 6 metres), and the net can be set at a lower height (e.g. 1–1.5 metres), depending on the abilities of the group.

Players are divided into two teams and aim to pass the ball over the net without it touching the ground.

The game can be played in a seated position (on chairs or on the floor), which supports equal participation.

The number of touches and the rules can be adapted to suit the needs and abilities of the participants.



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Accessibility adaptations:

For persons with reduced mobility or wheelchair users:

- The activity can be played as seated volleyball, with all players sitting on the floor (mats or cushions may be needed).
- The height of the net can be adjusted according to the players' positions.

For participants with hearing impairments, no specific adaptations are required for the game itself, apart from adjustments in communication.

In all cases, instructions should be clear and simple, and a demonstration should be provided before the activity starts.



Additional education resources:

- Video of the sport [here](#)



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BOCCIA



Duration:

**15 - 45
min**



**Number of
participants**

2 - 6



Materials & Resources:

- 6–12 small balls in two different colours (e.g. 5 red, 5 blue)
- One small target ball (jack), tape or rope to mark the throwing area
- Throwing ramp (if needed)
- Chairs (optional)



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Description:

Boccia (and related games such as bocce, pétanque, and bowls) are precision games in which players aim to throw their balls as close as possible to the target marker, known as the “jack.”

The game can be played individually or in teams. Players take turns, and each round ends when all balls have been thrown. The team or individual with the most balls closest to the jack wins the round.

The playing area can be marked out using rope or tape (approximately 10 × 3 metres). Players can take part either seated or standing.

The game encourages concentration and strategic thinking and does not require high levels of physical strength or speed, making it particularly accessible.



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Accessibility adaptations:

For participants with limited mobility:

- Players can throw from a seated position or from a wheelchair.
- In cases of limited hand mobility, feet can be used or a (homemade) throwing ramp can be used with support from an assistant.
- Lighter or larger balls can be used to improve grip.
- The game can be adapted to be played with fewer rounds or on a smaller field.

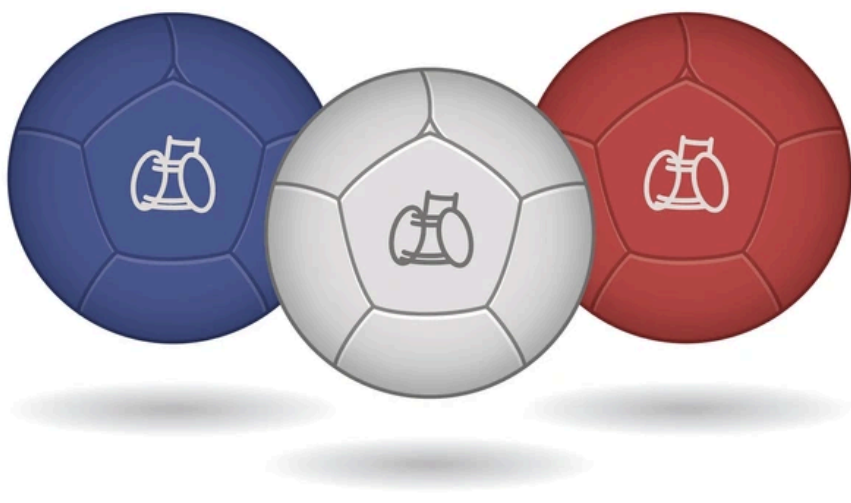
For participants with visual impairments: An assistant can provide sound-based guidance regarding the direction and distance of the target.

In all cases, instructions should be clear and simple, and a demonstration should be provided before the activity starts.



Additional education resources:

- Video of the sport [here](#) and [here](#)



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YOGA



Duration:

**15 -45
min**



Number of
participants

1 - 15+



Materials & Resources:

- Gym mats or towels
- Straps, chairs, or support blocks (where needed)
- Calm music (optional)



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Description:

Yoga is a gentle physical practice that includes stretching, breathing, relaxation, and body awareness.

Participants follow guidance for simple poses (asanas), either seated or standing, at a pace that suits their needs. The environment should be calm and safe, and instructions should be given clearly, with the option of visual or verbal guidance.



Accessibility adaptations:

For wheelchair users or participants with reduced mobility:

- All poses can be performed in a seated position or with support.
- Chairs, walls, or blocks are used for support.

For blind or partially sighted participants:

Detailed verbal guidance and physical demonstration are provided upon request. Each movement is described using simple language.

For deaf or hard of hearing participants:

Instructions can be given in written form or through sign language and are accompanied by demonstration.

All exercises can be performed at each participant's own pace, without pressure for performance or consistency.



Additional education resources:

- Video of the sport [here](#) and [here](#)

8

BASKETBALL (BASKET)



Duration:

**45 - 60
min**



**Number of
participants**

8 - 12*

*for smooth gameplay on a small court.



Materials & Resources:

- Basketballs
- Ball size adjusted according to the age group
- Baskets (1-2)
- Cones or space markers
- Jerseys / vests to distinguish teams
- Whistle or visual / auditory signals for accessibility
- Accessible sports space: flat surface, adequate lighting, clear acoustics



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Description:

Basketball is played between two teams, with the aim of scoring in the opposing team's basket while defending their own. Each team has five players on the court, with additional substitutes on the bench, and teams wear different coloured jerseys or bibs to distinguish them.

The game starts with a jump ball, and players may move with the ball only by dribbling. The basic actions include dribbling to move, passing to a teammate, and shooting at the basket to score. Shots taken inside the three-point line are worth 2 points, shots taken from beyond the three-point line are worth 3 points, and free throws awarded after fouls or multiple defensive fouls are worth 1 point each.

The basic rules include violations such as double dribble, travelling, and the three-second violation in the key. Fouls result from improper contact and allow the fouled team to take free throws.

The official game duration is 4 × 10 minutes (FIBA). In adapted formats or for beginners, the game can be played in two shorter halves. In case of a tie, there's a 5-minute overtime period.



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Accessibility adaptations:

For participants with limited mobility:

- Players can throw from a seated position or from a wheelchair.
- Lighter or softer balls can be used to improve grip.
- The game can be adapted to include fewer rounds or a smaller court.

For participants with visual impairments:

An assistant can provide sound-based guidance regarding the direction and distance of the target, or teammates can wear wristbands with bells to support orientation.

For deaf or hard of hearing participants, visual signals, hand gestures, or simple diagrams can be used for communication and guidance.

Note: Instructions should be given in a simple and clear way, and a short demonstration should be provided before the activity starts to ensure understanding by all participants.



Additional education resources:

- Video of the sport [here](#) and [here](#)



FOOTBALL



Duration:

**45 - 90
λπ.***

*adaptable: e.g. 30–40 minutes for small groups or beginners



**Number of
participants**

10 - 22*

*for a full game (5–11 per team, depending on the available space). The game can be adapted to smaller pitches (5v5, 7v7) for limited space or fewer players.



Materials & Resources:

- Footballs
- Goals (2 small or 2 full-size, depending on the space)
- Cones to mark boundaries, routes, and zones
- Bibs / vests to distinguish teams
- Whistle or visual/auditory signals



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Description:

Football is played between two teams with the aim of scoring goals in the opposing team's net. Players mainly use their feet, while the head and body can also be used to control the ball. Hands are allowed only for the goalkeeper.

Each team has 11 players in the full format, with the option of smaller teams (5v5 or 7v7) for smaller pitches or beginners. The game starts with a kick-off, and a goal is awarded when the ball fully crosses the goal line.

The basic actions include passing, dribbling, and shooting, while defending focuses on winning the ball without dangerous contact. Fouls, offside, throw-ins, and corner kicks shape the flow of the game.

The standard match duration is two halves of 45 minutes with a 15-minute break. For smaller or adapted games, the duration can be reduced to 20–30 minutes per half.



Accessibility adaptations:

For participants with reduced mobility or balance: Players can pass or shoot the ball from a static position and take part at a slower pace on a smaller pitch.

For participants with severe mobility impairments: A powered wheelchair can be used to move the ball (powerchair football), or participation can be supported with a wheelchair and assistance from a support person on a smaller pitch.



Accessibility adaptations:

For wheelchair users: A smaller pitch can be used, and the ball can be moved using the wheelchair frame.

Another variation that can be adapted to the individual is **amputee football**, where players use elbow crutches.

For deaf or hard of hearing participants: Visual signals, hand gestures, lights, or flags are used for guidance.

For blind or partially sighted participants: A ball with a bell is used, along with verbal guidance.

Note: Instructions should be given in a simple and clear way, and a short demonstration should be provided before the activity starts to ensure understanding by all participants



Additional education resources:

- Inclusive Soccer Program [here](#)
- Football Now: Football and Disability - How is the game becoming more inclusive? [here](#)



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10 TABLE TENNIS (PING PONG)



Duration:

**20 - 60
min**



**Number of
participants**

2 ή 4*

*2 (singles) or 4 (doubles)



Materials & Resources:

- Table tennis table
- Table tennis bats / paddles (one per player)
- Table tennis balls (e.g. 40 mm plastic balls)
- Markers / cones for exercises
- Whistle or visual/auditory signals



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Description:

The aim is to hit the ball over the net so that the opponent cannot return it. The game requires speed, hand-eye coordination, and strategy.

It can be played as singles (1v1) or doubles (2v2). In doubles, players on each team hit the ball alternately. Opponents are positioned on opposite sides of the table.

The game starts with a serve, which must first bounce on the server's side of the table. Each return must pass over the net and land on the opponent's table. If the ball bounces twice on the same side or touches the net, the point is lost.

Basic strokes include the forehand, backhand, spin, block, and smash. In doubles, the ball must alternate between the two players on each side.

Each set is played to 11 points, with a two-point lead required to win in case of a tie. Matches can be played as best-of-three or best-of-five sets, depending on the players' level.



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Accessibility adaptations:

For participants with reduced mobility or balance: Adjust the table to an appropriate height, allow a slower pace of play, and provide options for stable support (e.g. bars or a chair).

For participants with severe mobility impairments or wheelchair users:

- Use an adapted racket grip and allow shots to be played from a fixed position without movement.
- Adjust the table height to ensure easy access.
- Ensure sufficient space around the table.
- Allow two bounces before the ball is returned (if needed).

For deaf or hard of hearing participants: Use visual signals and written instructions.

For blind or partially sighted participants: Players wear eye masks and hit a ball with a racket as it rolls along a specially designed table. The ball contains a bell for audio guidance, and the table includes side walls and goals. Also known as Showdown



Additional education resources:

- Inclusive Table Tennis Programs: [here](#)
- Special Olympics Table Tennis guides [here](#)
- Adaptive rules for wheelchair players in table tennis [here](#)

11

SWIMMING



Duration:

**30 - 90
min**



Number of
participants

4 - 12*

*per trainer, for safety reasons



Materials & Resources:

- Swimming pool (step-free access, clean, safe)
- Life jackets, flotation devices, swimming boards
- Whistle or visual/auditory signals
- Cones to mark routes
- Accessible facilities (ramps, lifts, non-slippery surfaces)



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Description:

Swimming is an individual or group water-based activity that includes different styles (freestyle, backstroke, breaststroke, butterfly). The aim is to improve technique, endurance, and confidence in the water.

Training can be carried out individually or in group sets (e.g. relays). Participants are divided into lanes according to skill level to ensure safe and well-organised execution.

The structure includes swimming lengths or sets of repetitions, focusing on correct technique and task completion.

Basic skills include coordination of arms and legs, proper breathing, turns, and finishing. Dangerous behaviours, such as pushing or jumping onto others, are not allowed, and the technical rules of each swimming style must be respected.

Training duration ranges from 30 to 90 minutes, depending on the objective, while races or drills are carried out over set distances or repetition-based sets.



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Accessibility adaptations:

For participants with reduced mobility or balance: Use of ramps or handrails for entering the water, along with flotation aids.

For participants with severe mobility impairments: Use of a pool lift and in-water support from a coach. Plastic flotation aids are used to ensure stability and safety.

For wheelchair users: Use of ramps or handrails for water entry, along with swimming boards or pool noodles for support.

For deaf or hard of hearing participants: Visual signals, visual communication with the coach, and written instructions are used.

For blind or partially sighted participants: Verbal instructions for direction and pace, use of a tapper to signal before reaching the wall, and high-contrast markings for lane lines and key areas where possible.



Additional education resources:

- Inclusive Swimming Program: [here](#)
- International Paralympic Committee swimming guides [here](#)

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