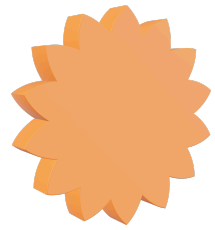




PLAY4ALL
INCLUSIVE SPORTS EDUCATION



PLAY 4 ALL MANUAL

Service learning in Physical Education for inclusion



www.play4allproject.eu



Co-funded by
the European Union



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INTRODUCTION



Play4All is more than a teaching guide—it's an invitation to transform your Physical Education classes into spaces of real inclusion.

This European project, funded by Erasmus+, brings together schools and organizations from Denmark, Spain, Sweden, and Poland with a shared vision: to use sport and physical activity as tools for social change.

At its core, Play4All applies the Service-Learning (SL) methodology. This means your students won't just learn about inclusion—they will practice it. They will design and lead adapted physical activities for people with disabilities, connecting classroom learning with real community impact.

The result? Students develop key skills while becoming active, empathetic citizens. People with disabilities gain access to meaningful, adapted physical experiences. And your school becomes a bridge between education and the community.

How to Use This Guide: A Roadmap for Teachers

We have designed this manual to be your companion throughout the entire Play4All journey. You can read it from start to finish, or jump directly to the section you need right now.

The guide is organized into three clear parts:

What You'll Find



PART I: The Playful Foundations of Inclusion

The "**why**" behind the project: the methodology, understanding disability, and principles of inclusive physical activity.

The "**how**": a practical, step-by-step guide through the 6 phases of implementing your project, from the first day in class to the final celebration.

PART II: The Play4All Roadmap

PART III: The Play4All Toolkit

The "**what**": ready-to-use resources, including activity cards, templates, and evaluation tools you can print and use immediately.

Throughout the manual, you will find:

- **Key Ideas** boxes that summarize essential concepts.
- **Practical Tips** for your daily teaching.
- **Ready-to-use templates** in the appendices.

Who This Guide Is For



This manual has been created specifically for **Physical Education teachers** who want to go beyond the traditional curriculum.



You are the perfect reader if you:

- Have experience teaching PE but are new to Service-Learning.
- Want your classes to have a tangible social impact.
- Believe that sport can teach values like empathy, teamwork, and respect.
- Are open to collaborating with organizations outside your school.
- Want to empower your students to become agents of change.

Whether you are just starting your journey into inclusive education or looking for new inspiration, this guide will provide you with the tools, confidence, and practical steps to make Play4All a reality in your classroom.

PART I: THE PLAYFUL FOUNDATIONS OF INCLUSION

CHAPTER 1: Rethinking Physical Education: More Than Just Sport

1.1. Why Physical Education? The Body as a Tool for Connection

Physical Education has always been about movement—but in Play4All, it becomes something more: **a bridge between students and their community.**

Think about it. In PE class, students already learn to cooperate, to communicate, to support each other. They experience joy in shared movement. They celebrate collective achievements.

Now imagine channeling that energy toward a real social purpose.

In Play4All, PE becomes the perfect setting for Service-Learning because:

What PE already does

- Teaches motor skills and coordination
- Promotes teamwork and cooperation
- Builds confidence through movement
- Create a space for shared experiences

What Play4All Adds

- Applies those skills to benefit others
- Connects teamwork to community needs
- Uses that confidence to lead inclusive activities
- Transforms those experiences into social impact

Movement becomes meaningful. Play becomes purposeful.

When students use their bodies—to throw a ball, to guide a partner, to adapt a game—they are not just learning. They are connecting. And through that connection, they discover that Physical Education can change lives, including their own.

1.2. The Play4All Approach: Learning by Moving, Serving by Playing

At the heart of Play4All is a simple but powerful idea: **students learn best when they are actively doing something that matters.**

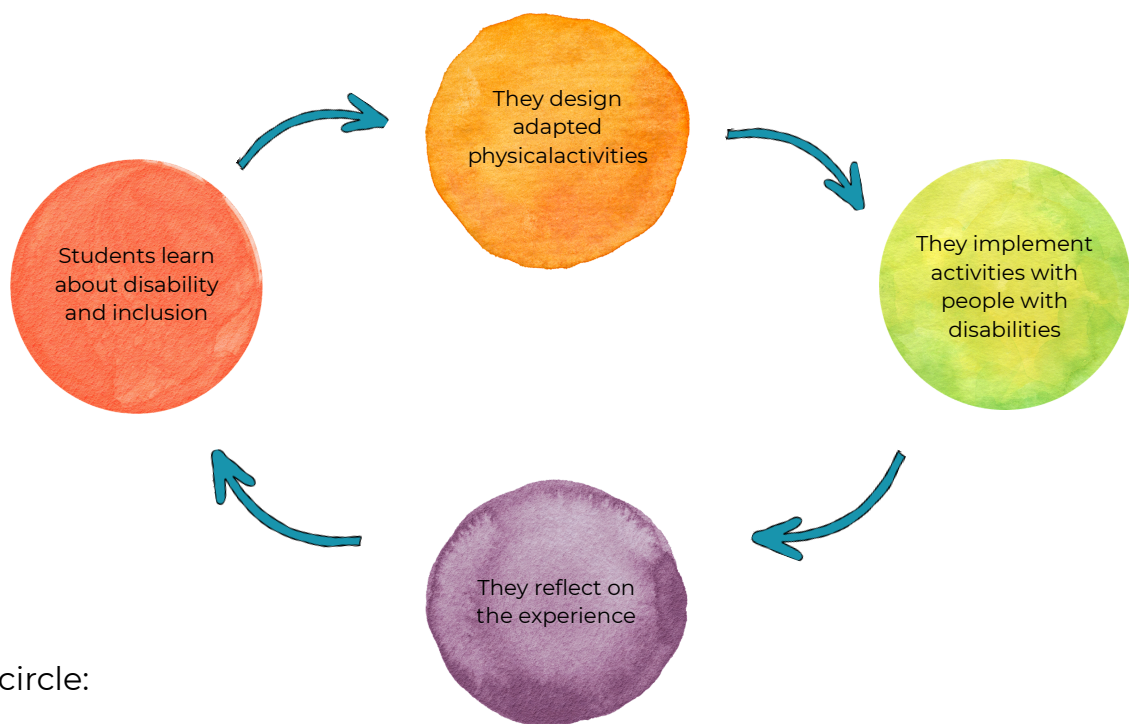
This is the essence of Service-Learning (SL) —an educational approach that combines:

- **Academic learning** (what students study in class)
- **Community service** (a real action that helps others)

In Play4All, students don't just read about inclusion or watch videos about disability. They get moving. They design games. They lead activities. They interact directly with people with disabilities.

They learn by moving. They serve by playing.

This creates what we call a “**virtuous circle**”:



In this circle:

- **Knowledge** becomes **action**.
- **Action** becomes **experience**.
- **Experience** becomes **deeper learning**.

And at every step, students discover that their skills—in sports, in communication, in teamwork—have real value beyond the classroom.

1.3. What Makes a Project "Service-Learning"? The Three Pillars

Not every project that helps the community is Service-Learning. For a project to truly be SL, it must rest on **three essential pillars**:

PILLAR 1: Curriculum Link

The project must be firmly connected to what students are learning in class.

In Play4All, this means:

- The activities students design relate to PE curriculum goals (coordination, teamwork, motor skills, etc.).
- The reflection process connects back to academic concepts.
- Learning objectives are clear and measurable.

If it's not in the curriculum, it's not Service-Learning—it's just volunteering.

The project must address a real need in the community—not an imagined one.

In Play4All, this means:

- Students work with actual organizations that support people with disabilities.
- They listen to participants to understand their needs, preferences, and abilities.
- The activities they design are genuinely useful and wanted.

If it doesn't serve a real need, it's not Service-Learning—it's just a classroom exercise.

PILLAR 2: Community Service

PILLAR 3: Networking

The project must be built together with community partners, not just delivered to them.

In Play4All, this means:

- Schools and disability organizations collaborate from the start.
- Communication is ongoing and respectful.
- Partners have a real voice in how the project develops.

If it's not built together, it's not Service-Learning—it's just a donation of time.

These three pillars—**Curriculum, Service, and Networking**—are what make Play4All truly transformative. They ensure that students aren't just "helping," but are learning deeply while contributing meaningfully.

1.4. The Ripple Effect: Benefits for Students, Participants, and the School

When Play4All works, everyone benefits. The impact doesn't stop in the gymnasium—it ripples outward.

		AREA	WHAT THEY GAIN
FOR STUDENTS		Skills	Teamwork, communication, problem-solving, creativity, leadership
		Values	Empathy, respect, solidarity, social responsibility
		Motivation	Seeing their work make a real difference increases engagement
		Self-esteem	Successfully leading activities builds confidence
FOR PEOPLE WITH DISABILITIES		Skills	Teamwork, communication, problem-solving, creativity, leadership
		Values	Empathy, respect, solidarity, social responsibility
		Motivation	Seeing their work make a real difference increases engagement
		Self-esteem	Successfully leading activities builds confidence
FOR THE SCHOOL AND COMMUNITY		Skills	Teamwork, communication, problem-solving, creativity, leadership
		Values	Empathy, respect, solidarity, social responsibility
		Motivation	Seeing their work make a real difference increases engagement
		Self-esteem	Successfully leading activities builds confidence
FOR TEACHERS		Skills	Teamwork, communication, problem-solving, creativity, leadership
		Values	Empathy, respect, solidarity, social responsibility
		Motivation	Seeing their work make a real difference increases engagement
		Self-esteem	Successfully leading activities builds confidence

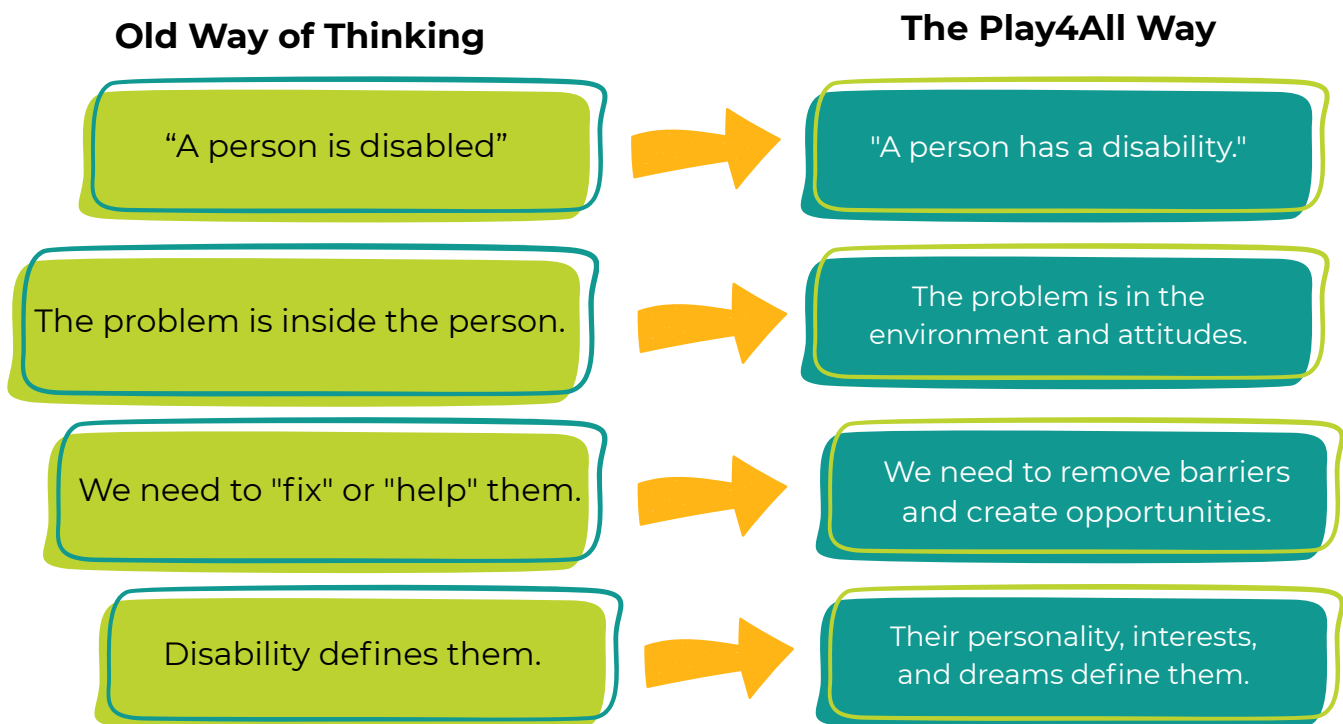
CHAPTER 2: Understanding the People We Move With

2.1. A shift in focus: from 'people with disabilities' to 'people with diverse abilities'

Before we design any activity, we need to rethink how we see the people we will work with.

The World Health Organization defines disability as the result of the interaction between people with impairments and environmental barriers—physical, social, or attitudinal—that hinder their full participation in society.

This means:



The Person Comes First

This is the most important idea in this entire manual:

The person must always come before their condition.

People with disabilities are, above all, **people**—with their own:

- Identities
- Interests
- Needs
- Dreams
- Sense of humor
- Preferences

When we focus only on the disability, we miss the person. When we see the person first, we open the door to real connection.

In Play4All, we don't design activities for people with disabilities. We design activities with them.

2.2. Getting to Know the Groups We Work With

To design truly inclusive activities, students need to understand the people they will be moving with. In Play4All, we focus on two main groups:

PHYSICAL DISABILITY

What it is:

A condition that affects a person's mobility, coordination, strength, or bodily functioning. It can be present from birth (congenital) or acquired later through illness, injury, or accident.

Common characteristics:

- Affects mobility or motor coordination
- May involve limitations in strength, balance, or muscle control
- May require technical aids (wheelchairs, crutches, prostheses, walkers)
- Does NOT affect cognitive or emotional abilities
- Architectural and attitudinal barriers are the main causes of exclusion

Common manifestations:

- Reduced mobility (wheelchair users, walking aids)
- Neuromotor disorders (cerebral palsy, spina bifida)
- Spinal cord or muscle injuries
- Difficulties with fine or gross motor skills

INTELLECTUAL DISABILITY

What it is:

Significant limitations in intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior (conceptual, social, and practical skills needed for daily life). It usually appears before age 18.

Common characteristics:

- Affects the pace of learning and ability to generalize knowledge
- May involve difficulties with language, memory, or attention
- Influences autonomy, communication, and social skills
- Requires clear structures, visual aids, and consistent routines
- Does NOT prevent enjoyment, creativity, or active participation

Common manifestations:

- Difficulty understanding, retaining, or applying new concepts
- Slower learning pace; needs more repetition
- Requires support in organization, communication, and social situations
- Longer processing time to understand instructions or respond

Key Idea for Students:

These descriptions are not labels. They are tools to help us understand what support someone might need so we can design activities where everyone can participate fully.



2.3. The Power of Adapted Physical Activity: Why Movement Matters for Everyone

When people with disabilities have access to adapted physical activity, the benefits are extraordinary:

PHYSICAL BENEFITS

FOR PHYSICAL DISABILITY	FOR INTELLECTUAL DISABILITY
Prevents muscle atrophy	Regulates metabolism
Improves blood circulation	Strengthens cardiovascular system
Maintains joint mobility	Helps maintain healthy weight
Reduces complications from immobility	Improves coordination and balance

For everyone: Better coordination, postural control, and overall physical health.

EMOTIONAL BENEFITS	SOCIAL BENEFITS
Reduces stress and anxiety	Encourages interaction and relationship-building
Improves mood and emotional resilience	Reduce social isolation
Builds confidence through achievable goals	Provides safe spaces to practice social norms (taking turns, listening, cooperating)
Creates feelings of accomplishment and pride	Increases visibility in the community, braking down stereotypes

2.4. The Play4All Code: A Guide for Natural and Respectful Interaction

Many students feel nervous about interacting with people with disabilities—simply because they haven't had the chance before. This guide helps them feel confident and natural.

THE THREE GOLDEN RULES

RULE

Be Natural

Speak and act as you would with anyone. Don't overthink it.

Be Respectful

Respect each person's time, space, and way of participating.

Be Flexible

Adapt to each situation. What works for one person may not work for another.

WHAT IT MEANS

General Tips for Everyone

DO	DON'T
Address the person directly, not their companion	Don't speak about them as if they aren't there
Make eye contact and smile	Don't stare or look away awkwardly
Speak normally—clear, but not too slow or loud	Don't use baby talk or exaggerated slowness
Be patient and wait for responses	Don't finish their sentences or rush them
Ask before offering help	Don't assume they need help
Listen actively and check for understanding	Don't pretend to understand if you don't
Respect their decisions	Don't make choices for them

Connecting with People with Physical Disabilities

DO	DON'T
Position yourself at eye level during long conversations	Don't lean on or touch someone's wheelchair without permission
Ask before helping, and follow their instructions	Don't assume they need or want assistance
Ensure spaces are spacious and accessible	Don't block pathways or create obstacles
Explain what you're going to do (movements, adjustments)	Don't move equipment without explaining first
Respect their functional autonomy	Don't make decisions without consulting them

Connecting with People with Intellectual Disabilities

DO	DON'T
Use clear, simple, direct language	Don't speak about them as if they aren't there
Explain things step by step	Don't stare or look away awkwardly
Keep routines predictable when possible	Don't use baby talk or exaggerated slowness
Allow extra time for processing and response	Don't finish their sentences or rush them
Treat them according to their age	Don't assume they need help
Celebrate effort and participation	Don't pretend to understand if you don't
Respect their decisions	Don't make choices for them

Quick Classroom Activity:

Before meeting with partner organizations, have students role-play these guidelines in pairs. One student plays the role of a person with a disability; the other practices natural interaction. Switch roles. Discuss how it felt.

PART II: THE PLAY4ALL ROADMAP — FROM THE CLASSROOM TO THE COMMUNITY

CHAPTER 3: Your Step-by-Step Guide to Building an Inclusive Sports Project

Before We Begin: The Journey Ahead

Implementing a Play4All project is like going on a journey. You'll move through six distinct phases, each with its own purpose, activities, and destination. Here's your roadmap:

Phase	What Happens	Destination
PHASE 1	Igniting Empathy	Students understand the "why"
PHASE 2	Meeting Our Allies	Connection with community partners
PHASE 3	From Ideas to Action	Clear project goals and roles
PHASE 4	Designing the Experience	Detailed, ready-to-use activity plan
PHASE 5	Implementing the Project Together	Implementation with the community
PHASE 6	The Final Whistle	Reflection, evaluation, celebration

Each phase builds on the one before it. Take your time. The journey matters as much as the destination.

PHASE 1: Igniting Empathy — Preparing the Team



What It Is

This first phase lays the foundation for everything that follows. Your goal is simple: help students understand, feel, and commit to the social meaning of this project.

Students will explore three big ideas:

- **What is Service-Learning?** (Learning by serving, serving by learning)
- **Who are we working with?** (An introduction to disability and inclusion)
- **Why Physical Education?** (How movement can create connection and change)

Objectives



For Students	For You (The Teacher)
Understand what Service-Learning means	Gauge students' prior knowledge and attitudes
Develop an open, empathetic attitude toward disability	Create a safe space for questions and reflection
Feel motivated to contribute through PE	Build excitement and ownership from day one

Activities you can use

Activity Type	Description	Suggested Resources
Introductory session on SL	Present the methodology using videos and examples from other	Projector, videos, discussion prompts
Brainstorming: "How can PE help?"	Group reflection on how sport can contribute to inclusion	Whiteboard, guiding questions
Approaching disability	Interactive presentation on types of disability, followed by simple experiential activities	Adapted materials, open space
Exploring adapted physical activity	Analysis of real cases or videos of athletes with disabilities	Videos, reflection sheets

Ideas to Motivate Students

- Ask students to find and present a story about an athlete with a disability in a sport they love.
- Create a class slogan or logo for the project to build group identity.

Ideas to Promote Inclusion

- Introduce the communication guidelines from Chapter 2 right away. Use inclusive language from Day 1.
- Always present a positive, diverse image of people with disabilities.

Expected Outcome

By the end of this phase, students:

- ✓ Understand the project's meaning and goals
- ✓ Show an open, empathetic attitude toward disability
- ✓ Feel motivated to contribute actively through Physical Education



PHASE 2: Meeting Our Allies — Connecting with the Community

What It Is

Service-Learning doesn't happen only in the classroom. It's built through a **network** connecting the school and the community.

In this phase, students discover who they will be working with. They learn that "serving" means **listening, knowing, and respecting the reality of others**.



For Students	For You (The Teacher)
Learn about organizations that support people with disabilities	Establish or strengthen partnerships with local organizations
Identify the needs, interests, and characteristics of the target group	Facilitate meaningful contact between students and partners
Practice active listening and empathy	Ensure the collaboration is respectful and sustainable
Understand that their project must respond to real needs	Define a clear framework for collaboration

Activities you can use

Activity Type	Description	Suggested Resources
Research on local organizations	Students search for and present information about disability-related organizations in their community	Projector, videos, discussion prompts
Organization visit (ideal)	Students visit the partner organization to meet participants and see their environment	Permissions, transport, notebooks
Guest presentation	A representative from the organization visits the classroom to talk about their work	Presentation materials
Needs analysis workshop	A representative from the organization visits the classroom to talk about their work	Adapted materials, open space
Collaboration agreement	Joint document defining how the project will be implemented (sessions, profiles, materials, dates, responsibilities)	Agreement template, computer

Ideas to Motivate Students

- Have each student create an empathy map (see Appendix) before and after meeting the partner organization. Compare the two to see how perceptions change.



Ideas to Promote Inclusion

- Review the interaction guidelines from Chapter 2 with students before any meeting or visit.

Expected Outcome

By the end of this phase, students:

- ✓ Know who their community partners are
- ✓ Understand the needs and characteristics of their target group
- ✓ Have a realistic, empathetic, and committed vision
- ✓ Are ready to design activities that are truly useful



PHASE 3: From Ideas to Action — Co-Planning the Project

What It Is

This is the strategic phase. Students now have information about their partners and their needs. It's time to turn that information into **concrete, organized, accessible proposals**.

Three Pillars of This Phase

Pillar	What It Means
Analysis of information	Review all data collected: profiles, needs, abilities, preferences, barriers, schedules, spaces, support needed
Design of inclusive activities	Apply principles of adapted physical activity: multiple forms of participation, safety, adapted materials, inclusive variations, peer support
Logistical planning	Decide how, when, and with what resources: working groups, internal phases, session plans, responsibilities, timelines

Objectives

- Transform information into concrete, operational proposals
- Plan inclusive activities based on real needs
- Encourage decision-making, cooperative work, and responsibility
- Anticipate difficulties and propose solutions
- Develop organizational, creative, and critical thinking skills

Activities you can use

Activity Type	Description	Suggested Resources
Review of target group profile	Students revisit the information gathered in Phase 2	Needs analysis documents
Definition of project objectives	Group dynamics to determine clear, realistic goals	Whiteboard, poster paper
Design of inclusive activities	Working groups develop their proposals using activity description sheets	Activity templates
Logistical planning	Teacher reviews all plans and organizes times, materials, and spaces	Calendar, planning sheets

Ideas to Motivate Students

- Host an **"ideas market"** where each group presents its initial proposals and collects feedback from classmates.

Ideas to Promote Inclusion

- Include a section called **"Participation Check"** in every activity plan. Before finalizing, ask: *Can everyone actually participate in this?*

Expected Outcome

By the end of this phase, students:

- ✓ A fully planned project that responds to real needs
- ✓ Developed collaborative work and problem-solving skills
- ✓ Clear roles, responsibilities, and timelines
- ✓ Feel prepared to move to the next phase

PHASE 4: Designing the Experience — Creating Our Inclusive Activity

What It Is

Now it's time for the details. Each group takes their planned idea and develops it into a **complete, ready-to-implement project**.

This is where students become educational designers. They analyze, plan, organize, justify, and document every aspect of their intervention.

What a Complete Design Includes

Element	What to Specify
Objectives	What will the activity achieve?
Sessions	How many? How long? What happens in each?
Adaptations	For physical disabilities? For intellectual disabilities?
Rolls	Where will it happen? How will it be arranged?
Materials	What is needed?
Safety	What risks should we anticipate?
Evaluation	How will we know it worked?

Activities you can use

Activity Type	Description	Suggested Resources
Drafting the final project design	Detailed development of all elements above	Computer, design template, examples
Recording a support video	Groups make an explanatory video of their activity	Phones/tablets, editing tools (optional)
Simulation in the gym	Practical rehearsal to detect improvements and adjust	Gym, adapted materials
Presentation to classmates	Practice presenting before the real event	Oral and visual presentation tools

Ideas to Motivate Students

- Turn the presentations into a "**Project Fair**" with a relaxed, celebratory atmosphere.
- Document everything and create a short video clip to share with parents later.

Ideas to Promote Inclusion

- Include a specific section in the video called "**How We Ensure Accessibility**" where students explain their adaptations.

Expected Outcome

By the end of this phase, each group has:

- ✓ A complete written project
- ✓ An explanatory video
- ✓ Experience presenting their idea
- ✓ Confidence to implement with their target group

PHASE 5: Game On! — Implementing the Project Together



What It Is

This is the moment everything has been leading to. Students finally meet with their community partners and **run their activities together**.

All the planning, all the practice, all the empathy—it now transforms into a real experience of service, connection, and mutual learning.

Key Moments in This Phase

Moment	What Happens
Presentation	Students explain their activity clearly and accessibly, using visuals, demonstrations, and simple language
Implementation	Everyone plays together! Students guide, support, and participate alongside people with disabilities
Real-time adaptation	Students adjust activities based on what they observe—this is where true inclusion happens
Obervation	Teachers and partners note what works and what could be improved

Objectives

Present their work to a real audience	For Participants
Present their work to a real audience	Enjoy an accessible, meaningful activity
Practice communication, empathy, and leadership	Experience genuine inclusion
See the real impact of their project	Feel valued and heard
Collect information for later evaluation	Connect with young people in their community

Activities You Can Use

Activity Type	Description	Suggested Resources
Project presentation	Students explain their activity to the target group	Visual aids, adapted materials
Activity implementation	Everyone participates together	Adapted equipment, accessible space
Accompaniment and support	Students offer physical, verbal, or emotional assistance as needed	Predefined roles, patience
Recording	A demonstration video is made (with consent) to share with students later	Camera/phone

Ideas to Motivate Students

- Create a small welcome event where each group personalizes their space with their logo or poster.
- Encourage students to celebrate small achievements and verbalize positive messages during the session.

Expected Outcome

Students experience the real impact of their work for the first time. They see what works, what needs adjustment, and what it means to connect through movement.

Participants enjoy an accessible, meaningful activity.

This is the heart of Play4All: **a transformative encounter based on respect, coexistence, and community service.**

PHASE 6: The Final Whistle — Reflecting, Evaluating, and Celebrating



What It Is

The project isn't truly over until we understand what happened. This phase is about looking back—at the learning, the impact, and the experience—and celebrating the journey.

Key Moments in This Phase

Moment	What it involves
Project evaluation	Analyze activities, adaptations, participation, and real usefulness
Partner feedback	Collect opinions and observations from the organization and participants
Student Reflection	Discuss emotions, achievements, difficulties, and personal growth
Final video	Create a summary to share with classmates, families, and the community

Objectives

- Evaluate the quality and effectiveness of the project
- Gather feedback from partners and participants
- Analyze inclusion, accessibility, and real participation
- Celebrate achievements and share the story
- Raise awareness in the wider community

Activities You Can Use

Activity Type	Description	Suggested Resources
Internal evaluation workshop	Review final work, compare initial and final perceptions (empathy maps, questionnaires)	Initial documents, reflection prompts
Partner assessment	Collect reports, questionnaires, or comments from the organization	Feedback forms, interviews
Academic evaluation	Teacher analysis of skills acquired by students	Assessment rubrics
Final video	Create a summary of the journey	Photos, video clips, music, editing tool

Ideas to Motivate Students

- Watch the video sent by the partner organization together as a class to see how their projects were received.
- Host a small closing ceremony to screen the final video and thank everyone involved.

Ideas to Promote Inclusion

- Include a message of thanks to the participating individuals with disabilities in the final video, recognizing their role in the students' learning.

Expected Outcome

The project concludes with:

- ✓ Consolidated experiences of coexistence and inclusion
- ✓ A clear sense of what was learned and achieved
- ✓ Pride in the service provided
- ✓ A more conscious, empathetic, and participatory attitude in students
- ✓ Materials that can inspire others

MAIN IDEAS FROM THIS CHAPTER

Phase	Core Idea
Phase 1	Start with empathy. Students must understand the " why " before the " how ."
Phase 2	Build real connections with community partners. Listen before you act.
Phase 3	Turn needs into plans. Think strategically about goals and logistics.
Phase 4	Design in detail. A good idea becomes great through careful planning.
Phase 5	Implement together. This is where learning becomes real.
Phase 6	Reflect and celebrate. Understand what happened and share the story.

PART III: THE PLAY4ALL TOOLKIT — RESOURCES FOR THE ROAD

CHAPTER 4: The Playbook — Ready-to-Use Inclusive Activities

4.1. Adapting Games: Core Principles for Making Any Activity Inclusive

Before we dive into specific activities, let's establish the principles that make any game or sport inclusive. These are your compass—when in doubt, come back to these ideas.

The Five Golden Rules of Adaptation

Rule	What It Means	Ask Yourself
1. Universal Accessibility	The activity must allow everyone to participate from the start.	<i>Can anyone join, or do we need to qualify?</i>
2. Flexibility in Execution	There are multiple ways to perform the same action.	<i>Can we throw, push, roll, or pass?</i>
3. Simplicity in Rules	Rules should be clear, concise, and easy to remember.	<i>*Can we explain this in 2-3 sentences?*</i>
4. Cooperation Over Competition	Success depends on the group, not just individuals.	<i>Does everyone need to work together to win?</i>
5. Safety and Comfort	Physical and emotional safety come first.	<i>Is the space safe? Is the atmosphere welcoming?</i>

The Adaptation Pyramid

When adapting any activity, think from the bottom up:



4.2. Quick Adaptation Guide by Disability Type

Use this as a cheat sheet when designing or adjusting activities.

For Physical Disabilities

Area	Adaptations to Consider
Position	Offer seated, standing, or supported options
Distance	Reduce throwing/running distances; adjust target heights
Movement	Allow rolling, pushing, or passing instead of throwing/kicking
Equipment	Use lighter balls, larger grips, or ramps/chutes
Space	Ensure wide, clear pathways; non-slip surfaces
Support	Allow peer assistance; position helpers nearby

For Intellectual Disabilities

Area	Adaptations to Consider
Rules	Reduce to 2-3 key ideas; use simple language
Instructions	Demonstrate while explaining; use visual aids
Pace	Allow extra time to process and respond
Routine	Keep structure predictable; avoid surprises
Visuals	Use colors, pictograms, floor markers
Teams	Create balanced groups; encourage peer modeling
Success	Celebrate effort and participation, not just outcomes

4.3. Activity Cards: Ready-to-Use Ideas

Here are some complete activity cards to inspire your students. Each follows the same format so you can mix, match, and adapt. If you would like more examples, you can find them on the website.

Name	ACTIVITY CARD 1: "Boccia for Everyone"
Field	General activity information
Type	☒ Adapted Sport ☐ Motor Game ☐ Exercise/Dance
Target Group	People with physical disabilities (reduced mobility, wheelchair users)
Difficulty	☒ Low ☐ Medium ☐ High
Duration	45-60 minutes

DETAILED DESCRIPTION	
Field	Description
Objective/s of the Activity	• To encourage inclusive participation through an adapted and accessible sport. • To develop basic motor skills: strength, coordination, aiming, and postural control. • To promote cooperative play, respect, and empathy through shared experiences. • To adjust activities to individual abilities.
Brief Description	“Boccia for Everyone” is an inclusive proposal inspired by boccia, a Paralympic precision sport that allows joint participation of people with and without disabilities. The activity combines ball throwing with different mini-games aimed at developing strength (in arms or legs), coordination, aiming, and decision-making, always ensuring that each participant can take part according to their abilities, using hands, feet or support devices.

ACTIVITY DEVELOPMENT (RULES AND DYNAMICS)	
Field	Description
Preparation	The space is organized by marking the throwing areas and targets (squares, wall, objects to knock down). Chairs are placed so that those not using wheelchairs can throw from the same height. Mixed teams (people with and without disabilities) of 3-4 participants are formed.
Explanation to Participants	A practical demonstration is recommended while explaining each game. Use clear gestures and, if necessary, visual supports (pictograms, colors). Ensure everyone has understood before starting.

Rules / Game Dynamics	Activity 1. “Closest Ball”: Each player throws one or two balls trying to get as close as possible to the white ball. The closest wins. Activity 2. “Boccia from Ends”: Two teams at opposite ends throw their balls (two colors) trying to dominate the central space and get closer to the white ball. Activity 3. “Square Target”: A square is marked on the floor. Participants must get their balls inside the square. Points according to size or distance. Activity 4. “Knockdown”: Cones or objects are placed around. The goal is to hit them with the ball, regulating strength and precision. Activity 5. “Magic Wall”: Throw the ball towards a wall. The challenge is to get the ball as close as possible without touching it. Activity 6. “Adapted Boccia Match”: Simple version of official rules with adaptations according to motor abilities.
Variations / Progression Possibilities	• Move throwing zones closer or further according to abilities. • Increase or reduce the size of the target square. • Introduce throwing with non-dominant hand, feet, or using ramps. • Add more objects to knock down or increase distance.

REQUIRED RESOURCES	
Field	Description
Space	Gymnasium, sports court, large classroom, or flat outdoor space
Materials	• Boccia balls or soft balls of two colors or textures (adaptable to different types of balls) • Cones, plastic bottles, ropes or tape to mark spaces • Chairs so that those not in wheelchairs can throw from the same conditions
Support Staff	1-2 people to guide the activity, explain the games, and support with necessary adaptations

ADAPTATIONS TO ENSURE INCLUSION	
Type of adaptation	Description
Adaptations for Physical Disability	• Allow throwing with dominant hand, non-dominant hand, feet, or technical aids (ramps, chutes) • Move throwing zone closer or further according to mobility • Ensure non-slip surfaces • Perform throws from a seated position if necessary
Adaptations for Intellectual Disability	• Simplify rules (maximum 2-3 key ideas) • Use visual supports (pictograms, color cards) • Practical demonstration before each game • Maintain predictable routines • Allow more time to process information and execute
Communication Adaptations	• Visual demonstration while explaining • Use of gestures and direct eye contact • Ask "Do you understand?" clearly • If necessary, use pictograms or communication boards

EVALUATION AND OBSERVATIONS	
Field	Description
How do we evaluate if it worked?	• Participants smile and seem to enjoy it • They make an effort to complete tasks • There is interaction between them (they encourage each other, help, celebrate) • They ask to repeat the activity • Even if there is a winning team, participation is celebrated more than victory
Observations / Practical Tips	• Even if there is a winning team or person, do not encourage competitiveness; celebrate all achievements and throws • Make sure chairs are stable before starting • Keep a cheerful and positive tone of voice • Monitor that no one is left out

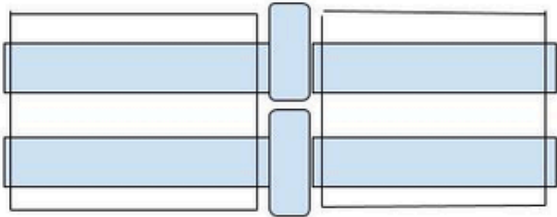
ANNEXES (Optional)	
Field	Description
Attachments	• Photographs or drawings of the materials or space layout. • Link to an example video • Printable pictograms to facilitate the explanation

Key Principle:

The obstacle is not the point. **Supporting each other** is the point.

Name	ACTIVITY CARD 2: "Mega-pingpong"
Field	General activity information
Type	☒ Adapted Sport ☐ Motor Game ☐ Exercise/Dance
Target Group	Mixed groups: intellectual and physical disabilities
Difficulty	☐ Low ☒ Medium ☐ High
Duration	30 minutes approximately

DETAILED DESCRIPTION	
Field	Description
Objective/s of the Activity	Main aims: To develop (hand-eye) coordination, motor skills, to encourage teamwork and communication.
Brief Description	The main idea is to have fun while trying to hit the ball with the body. Hit or bounce the megaball over the "net" to the opponent's side of the court. If your team fails to do so, the opponents get a point.

ACTIVITY DEVELOPMENT (RULES AND DYNAMICS)	
Field	Description
Preparation	(How is the space organized? How are the materials arranged? How are groups/teams formed?) Picture showing how to arrange the court. 4 gymnastics benches, 2 vaulting boxes(serves as a net) in the middle, 2 crash mats(thicker) on top of the benches, 2 chairs, 1-2 kinballs/yogaballs (different sizes) Mixed teams! 
Explanation to Participants	-"Mega-pingpong" -Short written instructions/rules on a whiteboard. -Draw the court. -Verbal instructions. -Practical demonstration of the game.
Rules / Game Dynamics	Main goal: Bounce the megaball over the net. Use these basic rules to start with: 1. Ok to use any part of the body to hit the ball. 2. Place two or more participants on each side of the court. 3. When the ball crosses the net it needs to bounce inside the opponents court before your team can hit it. 4. If the ball hits the ground, the other team gets a point!
Variations / Progression Possibilities	Variations: The use of different balls(in size or material) Use a higher/lower "net". Create a bigger or smaller court to play on. Allow more touches/hits or to pass the ball. Ok to hit the ball before it bounces on the team's court. Vary the number of people in each team. Use different parts of the body to hit the ball if possible.

REQUIRED RESOURCES	
Field	Description
Space	Gymnasium, sports court
Materials	4 gymnastics benches, 2 vaulting boxes(serves as a net) in the middle, 2 crash mats(thicker) on top of the benches, 2 chairs, 1-2 kinballs/yogaballs (different sizes)
Support Staff	2 instructors but it depends on the target group.

ADAPTATIONS TO ENSURE INCLUSION	
Type of adaptation	Description
Adaptations for Physical Disability	Ok to hit the ball with any part of the body! Ok to stand or sit down. Ok to pass the ball instead of bouncing it. Ok to place a wheelchair closer to the vaulting boxes. Ok to roll the ball when passing. Ok to have a partner who holds the ball in order for you to be able to hit it with your body. Vary the number of participants around the court.
Adaptations for Intellectual Disability	Visual aids if needed. Demonstrate the game. Simple instructions on a whiteboard. Vary the number of participants around the court playing.
Communication Adaptations	By asking and showing how the game can be played we ensure that everyone understands. Let the participants “try” the activity together with the instructors before the real game starts to observe and make sure that everyone understands the game.

EVALUATION AND OBSERVATIONS	
Field	Description
How do we evaluate if it worked?	Ask or observe: Do they seem to enjoy the activity? Are they following the rules? Are they having fun? Do they want to continue playing the game?
Observations / Practical Tips	Be observant and be ready to make changes in the game if necessary, to make sure everyone is able to participate.

ANNEXES /Optional)	
Field	Description
Attachments	• Photographs or drawings of the materials or space layout. Video available • Link to an example video • Printable pictograms to facilitate the explanation

Name	ACTIVITY CARD 3: "Games with scarves"
Field	General activity information
Type	☐ Adapted Sport ☐ Motor Game ☒ Exercise/Dance
Target Group	Mixed groups: intellectual and physical disabilities
Difficulty	☒ Low ☐ Medium ☐ High
Duration	45 minutes approximately

DETAILED DESCRIPTION	
Field	Description
Objective/s of the Activity	• Developing overall physical fitness (coordination, balance), • Developing a sense of rhythm, aesthetics of movement, shaping the ability to cooperate in a group, Development of visual-motor coordination. • Building a sense of success and self-confidence, • Promoting integration and mutual support.
Brief Description	1. First activity: Rhythmic lifting: Children lift and lower the scarf to the rhythm of the music, which improves motor synchronization and introduces an element of group play -Waving game: Creating waves on the scarf – with slow music the movements are gentle, with faster music – dynamic, responding to the rhythm. Movement game with singing a simple song (for example: "My handkerchief - a Polish circle game"). Children march around the room with handkerchiefs, and exchange handkerchiefs in pairs at the agreed signal (for example: at the last song words "This one I will choose, sir" , or when music stops etc. Lazy eight – children trace a lazy eight in the air holding the handkerchief first in one, then in the other hand, and finally in both hands. Scarf in motion: Children form a circle and walk to the rhythm of the music, changing direction during pauses, which develops spatial orientation and cooperation 2. Games with additional props - 1 big cloth Balls on the cloth: Children hold the cloth and try to keep light balls or stuffed toys on it, which develops cooperation and precision of movements. Roasted corn / popcorn: Soft balls are placed on the cloth, which children shake, counting them and observing the movement of objects Evenly raising and lowering the scarf, so that it remains horizontal in relation to the ground at all times. We hold the scarf stretched at foot height and lift it evenly as high as we can. Then we lower it and lift it again. Over time, we speed up. Ball -The group's task is to guide a small ball to fall into the hole in the center of the scarf. We can also ask one participant to go under the scarf and help the group by catching the ball with a hand extended through the hol Switching places The leader shouts: 'Children wearing something red, switch places!' – and those children have to run under the parachute to the opposite side. You can choose other criteria: hair color, shoes, favorite food, etc. 3. Calming game: Who is missing? All participants (except the leader) stand holding a scarf at chest height. The leader asks everyone to close their eyes and, by touch, indicates the person who hides under the scarf. At the leader's signal, everyone opens their eyes and must identify who is missing. This game can be played in teams (e.g., teams of people standing by specific colors or every other person), and then the team earns a point for a correct guess.

ACTIVITY DEVELOPMENT (RULES AND DYNAMICS)	
Field	Description
Preparation	<i>Exercises need space to move freely with scarves. Necessary equipment: for a scarf for each student and 1 large Klanzy scarf, soft balls, music and equipment for playing</i>
Explanation to Participants	The activity is explained using short and clear instructions supported by demonstration. Each task is shown step by step before starting. The teacher checks understanding and uses simple language.
Rules / Game Dynamics	Students perform movement tasks individually and in groups. Students express their own creative expression to music and given commands. The focus is on participation, cooperation, and good fun.
Variations / Progression Possibilities	The tasks can be made more difficult by changing the position of holding the scarf (it can be in a circle while sitting, or while standing), the tempo of the music, or by giving space to create your own routine with the scarf. In the task involving changing places, these can be swaps next to each other, or running to the other side, etc. Different movement variations can also be used to maintain students' engagement and adapt to different ability levels.

REQUIRED RESOURCES	
Field	Description
Space	Gym divided into activity zones, safe non-slip surface, enough space for free movement.
Materials	Various balls, mats, scarves, Klanza scarf. Equipment is light and adapted to different abilities, music and equipment for playing
Support Staff	PE teacher, with additional support if needed for organization and safety.

ADAPTATIONS TO ENSURE INCLUSION	
Type of adaptation	Description
Adaptations for Physical Disability	Ability to perform exercises in a low position (on all fours or sitting). Adjusting the height and distance of targets (e.g. closer, lower). Using soft and lightweight balls that are easier to catch and control. Introducing alternative forms of movement Extended time to complete tasks. Allowing the student to choose the level of difficulty of the exercise. Providing a space free of obstacles for safe movement. Including the student in the group in a natural way (without exclusion), e.g. through team tasks.
Adaptations for Intellectual Disability	The activities are adapted so that a student with physical limitations can actively participate in every part of the lesson. The exercises can be performed in a low position (on all fours or sitting), depending on the participant's abilities. The space has been adjusted by removing unnecessary obstacles and ensuring a safe, non-slip surface; mats are used when needed. The rules of movement tasks have been modified by shortening distances and allowing tasks to be performed in alternative ways. The equipment used is varied (soft, lightweight balls), making it easier to catch and control movement. Students can choose the level of difficulty of the exercises and are given more time to complete tasks. Teamwork elements have been introduced to support integration and cooperation, ensuring that each participant has a role and can achieve success regardless of their level of physical ability.

Communication Adaptations	The rules of the activities have been simplified and limited to the most important ones (a maximum of 2–3) so they are easy for all participants to understand. Instructions are given in a clear and concise way and are supported by movement demonstrations from the teacher or a student. A consistent lesson structure and predictable patterns are used, which increase the sense of safety and make it easier to follow the course of the lesson. When needed, visual aids (e.g. colors, markers, cones) are used to help organize the space and support understanding of the task. Exercises are broken down into smaller, simple steps, and students are given additional time to understand and complete instructions. Small group work is also introduced, allowing students to learn through observation and imitation of others.
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EVALUATION AND OBSERVATIONS	
Field	Description
How do we evaluate if it worked?	Simple observation criteria: Are the participants smiling and seeming to enjoy it? Are they making an effort to complete the task? Is there interaction between them? Do they ask to repeat the activity?
Observations / Practical Tips	It is important to adjust the level of difficulty of the exercises to the participants' abilities and to respond flexibly during the lesson. Clear and concise instructions are recommended, along with demonstrating the exercises before they are performed. An inclusive atmosphere should be maintained, avoiding exclusionary competition and supporting cooperation among students. It is also important to monitor participants' fatigue and, if necessary, introduce breaks or modify the intensity of the exercises.

	EVALUATION AND OBSERVATIONS
Field	Description
Attachments	- Photographs or drawings of the materials or space layout. - Link to an example video: https://www.youtube.com/watch?v=3dCOOMNfs8Q English version of the song: https://www.youtube.com/watch?v=Jd1LB6GrFRM - Printable pictograms to facilitate the explanation

Name	ACTIVITY CARD 4: "Piratakademiet:"
Field	General activity information
Type	☐ Adapted Sport ☒ Motor Game ☐ Exercise/Dance
Target Group	Mixed Group. Physical and intellectual disabilities and various stages.
Difficulty	☒ Low ☐ Medium ☐ High
Duration	3 x 30 minutes approximately

DETAILED DESCRIPTION	
Field	Description
Objective/s of the Activity	Improve strength and coordination in the upper body Strengthen body awareness, rhythm, and expression Create joy through music and imagination Promote inclusive participation

Field	Description
Brief Description	A teaching programme driven by an overarching narrative, where everyone takes on the role of pirates. There is a particular focus on physical skills that a pirate needs to acquire when going to sea—such as fighting, reading treasure maps to find hidden treasure, firing cannonballs, collecting gold coins, and more. There are three main didactic approaches emphasized: Using storytelling to create a shared universe where everyone is equal and can immerse themselves in the experience. Encouraging experimentation: All participants are explorers, experimenting with their bodies rather than receiving answers from the “Captain.” They are encouraged to try things out and learn from one another. There is no fixed outcome and nothing is strictly right or wrong.

ACTIVITY DEVELOPMENT (RULES AND DYNAMICS)	
Field	Description
Preparation	The activity can, in principle, take place in various spaces without requiring much room. However, the area should preferably be cleared of other equipment. Staging: Music: Pirate-inspired music Visuals: If possible, a video clip that fits the theme (e.g. open sea, pirate ships, etc.)
Explanation to Participants	The activity relies heavily on the pirate narrative. The instructors wear pirate costumes and convey a story that sets the framework for the activities to be carried out later. The instructor leads by example, actively using themselves, while also incorporating suggestions from the participant group. This is done through both verbal and visual communication.

Rules / Game Dynamics

The activities are structured around a framework whose content is shaped and adapted by the participants' creativity and suggestions.

Session 1

Story:

Captain Blackpowder welcomes all the landlubbers, who over the coming weeks will learn to become pirates. However, Captain Blackpowder has become a bit forgetful and cannot remember all the activities he is supposed to teach. Therefore, he needs help from the landlubbers to figure out how to become a skilled pirate.

1. Activity:

Brainstorm

Let the students help define what a good pirate can do. Ask questions about everything a pirate does.

For example: How can you practice seeing with one eye, running on one leg, fighting with one arm, etc.?

Show and try out your different movements.

2. Activity:

Create a pirate greeting and pirate name

Say your pirate name and greet each other in this way:

Inside right foot – inside left foot – outside right foot – outside left foot – clap your chest – clap your thigh – clap your bottom – give your partner a high-five with both hands.

3. Activity:

Movements for the pirate dance (developing choreography)

Work in pairs: come up with 4 pirate movements that can be used in a dance. Repeat each movement 4 times, so you first perform one movement, then the next, and so on.

Session 2

Story:

IT IS NOT WITHOUT DANGER TO BE A PIRATE! A real pirate has, of course, been on raids to steal valuables from others. This is not without risk, and some pirates unfortunately end up losing parts of their bodies.

1. Activity:

Reunion joy / warm-up

Start by doing the pirate greeting and pirate name (see Activity 2 from last time).

2. Activity:

Fencing

Rules / Game Dynamics	Materials: Foam insulation tubes (cut to appropriate size), beanbags, balance beam/bench. Participants fight in pairs. The goal is to land as many hits as possible. Establish necessary rules, such as: no hitting the face, only hitting the bottom or back, etc. Challenge the fencing by having participants balance a beanbag on their head while fencing. If the beanbag falls off or is hit, you are “out.” Further challenge by fencing on a balance beam or bench. If you fall off or are hit, you are “out.” 3. Activity: Story: When pirates go on raids, it requires courage, discipline, and a lot of experience to return home with great treasures of gold and silver. Therefore, they must practice how to board other ships at sea. Catch the cannonballs Materials: Foam balls (cannonballs), “cannon net” (bibs/vests). In this activity, it is important to prevent opponents from hitting us with their cannons. Therefore, participants work together to catch the cannonballs in a net so they land softly and do not “explode.” At the beginning, the landlubbers practice in small groups of 3–4 people:
Variations/Progression Possibilities	In all activities, any form of competition has been removed. Instead, the focus is on creativity, imagination, and co-determination. The participants themselves help decide what content and movements should be included within the framework set for each individual activity. This gives participants the opportunity to adapt, differentiate, and influence their own participation so that they can engage according to their mental and physical abilities.

REQUIRED RESOURCES	
Field	Description
Space	There are no specific requirements for the space. However, it is preferable that the area is cleared of other equipment so there is room for physical activity.
Materials	Narrative materials: Pirate hats, eye patches, music, possibly a "pirate" video, etc. Activity materials: Bibs/vests, beanbags, soft balls (dodgeballs), cones, "treasure," treasure maps, foam insulation tubes (used as swords).
Support Staff	As a general rule, the activity can be facilitated by one person. However, if there are participants with specific support needs, their needs should be taken into consideration, and staffing should be prioritised accordingly to ensure that the activities are successful and accessible for them.

ADAPTATIONS TO ENSURE INCLUSION	
Type of adaptation	Description
Adaptations for Physical Disability	The activities are dynamic and only limited by an open framework. Therefore, everyone contributes to deciding and shaping the content of the activities. This means that anyone can participate at their own level. If certain parts of the activities are impossible for some participants to carry out, alternative and enjoyable options are created.
Adaptations for Intellectual Disability	The activities are dynamic and only limited by an open framework. Therefore, everyone contributes to deciding and shaping the content of the activities. This means that anyone can participate at their own level. For users with significant cognitive challenges, including poor short-term memory, the activities allow them to mirror other participants and copy their movements. If certain parts of the activities are impossible for some participants to carry out, alternative and enjoyable options are created.

Type of adaptation	Description
Communication Adaptations	Body language will, in most cases, be sufficient for both understanding and actively participating in shaping the content of the activities. If possible, the presence of a staff member familiar with sign-supported communication (e.g. sign-supported speech) can be beneficial.

EVALUATION AND OBSERVATIONS	
Field	Description
How do we evaluate if it worked?	(Simple observation criteria: Are the participants smiling and seeming to enjoy it? Are they making an effort to complete the task? Is there interaction between them? Do they ask to repeat the activity?)
Observations / Practical Tips	(Space for notes from the designer: "Be careful with...", "It is important that...", "We recommend keeping the music at a moderate volume," "Make sure the chairs are stable before starting")

ANNEXES /Optional)	
Field	Description
Attachments	* Photographs or drawings of the materials or space layout. * Link to an example video (can be from YouTube or a video recorded by students simulating the activity). * Printable pictograms or cards to facilitate the explanation.

4.4. How to Create Your Own Activity Cards

Once students understand the principles, they can design their own activities. Use this template:

BLANK ACTIVITY CARD TEMPLATE

Name		
Field	Description	
Type	☐ Adapted Sport ☐ Motor Game ☐ Exercise/Dance	
Target Group		
Difficulty	☐ Low ☐ Medium ☐ High	
Duration		
Objectives		
Materials		
Setup		
Basic Rules	1. 2. 3.	
Obstacle Ideas		
Station	Adaptation Ideas	

Obstacle Ideas	
Physical	Intellectual
Variations	

4.5. Adaptation of activities for other disability profiles

Although the Play4All manual focuses primarily on physical and intellectual disabilities, it is important to highlight that the proposed activities can be extended and adapted to other profiles of disability present in educational and social contexts.

According to the World Health Organization, four main types of disability can be distinguished:

- Physical disability
- Intellectual disability
- Sensory disability
- Psychosocial disability

The choice to focus on physical and intellectual disabilities throughout this manual responds to a pedagogical intention: to facilitate understanding and implementation by students. However, this does not limit the application of the Play4All methodology to other profiles. On the contrary, it reinforces the need to design flexible and adaptable activities that respond to the diversity of participants.

In this sense, all proposals included in this chapter can be applied to other disability profiles, provided they are approached from a person-centred perspective and adapted to the specific needs of each individual.

The general principles of inclusive design presented throughout this manual remain fully valid:

- Universal accessibility
- Flexibility in execution
- Simplicity in rules

Adaptation for Autism Spectrum Disorder (ASD)

In the case of individuals with Autism Spectrum Disorder (ASD), who often present preserved or even high levels of mobility, it is especially useful to apply the criteria used for intellectual disability, reinforcing those aspects that promote understanding, safety and participation.

The following recommendations are particularly effective:

- Reduce rules to 2 or 3 clear and simple ideas
- Demonstrate the activity before starting (learning through modelling)
- Use visual supports such as colours, pictograms or floor markings
- Maintain routines and repetitive structures that provide predictability
- Anticipate tasks through visual sequences or step-by-step explanations
- Create balanced teams that promote natural peer support

Key idea:

Simple, structured activities with clear and repetitive rules, supported by strong visual stimuli and predictable dynamics, significantly facilitate the participation of people with ASD.

Adaptation for sensory and psychosocial disabilities

For people with sensory or psychosocial disabilities, the same inclusive approach should be applied, reinforcing the strategies already presented in this chapter.

It is recommended to:

- Adapt communication channels (visual, auditory or tactile)
- Ensure clear and accessible instructions
- Anticipate possible environmental or emotional barriers
- Provide personalised support according to individual needs
- Maintain flexible activity structures that allow different forms of participation

The key lies in designing activities that are not rigid, but adaptable, allowing each participant to engage according to their abilities and preferences.

Inclusive design as a flexible framework

Play4All does not propose closed or fixed activities, but rather a flexible framework that encourages continuous adaptation, adjustment and redesign.

The objective is not to fit people into predefined activities, but to adapt activities to people, ensuring:

- Active participation
- Emotional and physical well-being
- Meaningful and shared learning experiences

This approach reinforces the core principle of inclusive physical education: diversity is not a barrier, but an opportunity to enrich the learning process for all participants.

MAIN IDEAS FROM THIS CHAPTER

	Key Takeaway
1	Start with the Five Golden Rules: Accessibility, Flexibility, Simplicity, Cooperation, Safety.
2	Adapt space first, then materials, then rules.
3	Physical disabilities often need adjustments in how movements are done.
4	Intellectual disabilities often need adjustments in how instructions are given.
5	The best activities are simple, cooperative, and celebrate participation over performance.
6	Use the activity cards as inspiration—then create your own.
7	Design for diversity: use clear structure, visual support and predictable routines to ensure participation of all profiles, including sensory and psychosocial disabilities."

CHAPTER 5: Making It Last — Evaluation, Celebration, and Sharing

5.1. Why Evaluation Matters

When a Service-Learning project ends, the learning doesn't stop. The final phase is about **looking back to move forward**.

Evaluation in Play4All serves three purposes:

Purpose	What It Means
Understand impact	What changed for students? For participants? For the school?
Celebrate growth	Recognize the effort, creativity, and empathy students developed
Share the story	Inspire others to create their own inclusive projects

Remember: Evaluation is not about giving grades. It's about understanding what happened, what we learned, and how we grew.

5.2. Measuring What Matters: Three Levels of Impact

Play4All creates change in three interconnected areas. Each one deserves attention.

LEVEL 1: Student Learning

This is about what students gained—academically, socially, and emotionally.

What to Look For	How to Capture It
Knowledge	Do students understand disability differently now?
Skills	Can they adapt activities? Work in teams? Lead a group?
Attitudes	Has their empathy grown? Do they see inclusion differently?
Self-perception	Do they feel more capable of making a difference?

LEVEL 2: Community Service

This is about the impact on participants—people with disabilities and partner organizations.

What to Look For	How to Capture It
Participation	Did participants enjoy the activities? Did they engage?
Accessibility	Were activities truly accessible for everyone?
Connection	Did participants interact with students? Form relationships?
Usefulness	Will the activities be used again after the project ends?

LEVEL 3: Networking and Collaboration

This is about the partnership between school and community organizations.

What to Look For	How to Capture It
Communication	Was the collaboration respectful and smooth?
Co-creation	Did partners have a real voice in the project?
Sustainability	Will the partnership continue after the project?

5.3. Tools for Capturing Impact

You don't need complex instruments. These simple tools will give you rich, meaningful data.

TOOL 1: Student Questionnaires

Use the same questionnaire at the beginning and end of the project to measure change.

TOOL 2: Group Reflection Workshop

Nothing captures learning like a good conversation.

How to Run It:

Step	What to Do
1. Gather	Sit in a circle. Remind everyone that this is a safe space.
2. Ask open questions	What surprised you? What was the hardest part? What made you proud?
3. Listen	Let students speak. Don't correct or judge.
4. Capture	Write key insights on a large poster.
5. Celebrate	End by thanking everyone for their contributions.

5.4. Celebrating: Sharing Your Story

Once you've captured the impact, it's time to share it. Celebration serves two purposes: it recognizes students' work and inspires others to follow.

Internal Dissemination — Inside Your School

Idea	How to do it
Classroom presentations	Each group presents their project to another class
Hallway gallery	Display photos, empathy maps, and QR codes linking to videos
School assembly	Screen the final project video for the whole school
Newsletter to families	Send a special edition featuring the project

5.6. Ensuring Sustainability: Making It Last

A great project doesn't end when the funding ends. Here's how to keep the impact alive.

Embed in the Curriculum

Strategy	How
Make it a tradition	Plan to repeat the project annually with new student groups
Share resources	Keep the activity cards and templates accessible to all teachers
Train colleagues	Invite other teachers to observe or co-lead next year

Strengthen Partnerships

Strategy	How
Stay in touch	Regular check-ins with partner organizations
Build on success	Plan a follow-up project or expand to new groups
Formalize agreements	Create a simple collaboration document that outlasts the project

Keep the Story Alive

Strategy	How
Maintain a digital space	Keep the project website or a school page active
Create a legacy display	A permanent wall display in the gym or hallway
Share with new students	Use the video to introduce the project to next year's students

External Dissemination — In the Community

Idea	How to do it
Community screening	Show the final video at a local library, community center, or sports event
Social media	Share project highlights (with permission) on school social media
Local media	Invite a local newspaper or radio station to cover the project
Partner organization	Ask your partner to share the project in their networks
Educational events	Present at a teacher conference or Service-Learning meeting

5.5. The Final Video: A Powerful Tool

A short video (3-5 minutes) is one of the most effective ways to share your project's story.

What to include:

Element	Why it Matters
The "why"	Brief explanation of the project's purpose
The process	Quick shots of students preparing, planning, practicing
The connection	Moments of interaction with participants
The connection	Short interviews with students, teachers, or partners
The celebration	The energy, smiles, and joy of the final sessions

Pro Tip: Involve students in creating the video. Let them choose music, select clips, or record interviews.

MAIN IDEAS FROM THIS CHAPTER

	Key Takeaway
1	Evaluation is about understanding impact, not giving grades.
2	Measure three levels: student learning, community service, and networking.
3	Use simple tools: questionnaires, empathy maps, partner feedback, and reflection workshops.
4	Celebrate internally (school community) and externally (wider community).
5	A short video is a powerful tool for sharing your story.
6	Sustainability means embedding, strengthening partnerships, and keeping the story alive.

APPENDICES

The following appendices contain ready-to-print materials for your classroom. We'll develop these in the next section.

Appendix	Content
Appendix A	Communication Best Practices (Quick Reference Card)
Appendix B	Template for Contacting Partner Organizations
Appendix C	Information Letter for Families
Appendix D	Student Reflection: Pre- and Post-Project Questionnaire
Appendix E	Empathy Map Template
Appendix F	Blank Activity Card Template
Appendix G	Glossary of Key Terms



APPENDICES — READY-TO-PRINT MATERIALS

Appendix A: Communication Best Practices — Quick Reference Card

Print this card double-sided and keep it handy for students before any interaction with partner organizations.



The 3 golden rules

Be natural !

Speak and act as you would with anyone.

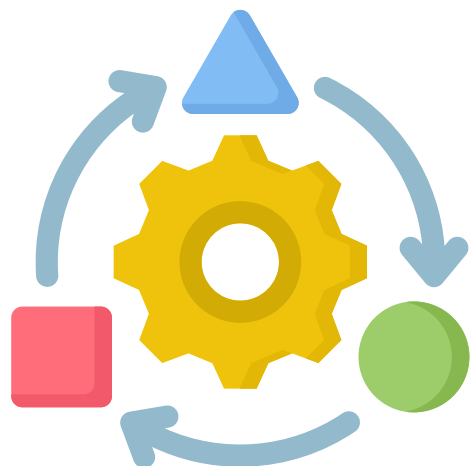


Be respectful !

Respect each person's time, space, and way of participating.

Be flexible !

Adapt to each situation. What works for one may not work for another.





Do

- Address the person directly
- Make eye contact and smile
- Speak normally—clear, not slow/loud
- Be patient; wait for responses
- Ask before offering help
- Listen actively; check understanding



Don't

- Speak about them as if they aren't there
- Stare or look away awkwardly
- Use baby talk or exaggerated slowness
- Finish their sentences or rush them
- Assume they need help
- Pretend to understand if you don't

For Physical Disabilities



Do

- Position yourself at eye level
- Don't touch wheelchair without permission
- Ask before helping
- Explain what you're going to do
- Respect their decisions



Don't

- Use clear, simple language
- Use gestures and visual aids
- Explain step by step
- Allow extra time to respond
- Treat them according to their age



Appendix B: Template for Contacting Partner Organizations

Use this template to reach out to potential partner organizations. Adapt as needed.



[School Letterhead]

Subject: Invitation to Collaborate on the Play4All Project

Date: _____

To: [Organization Name]

Attention: [Contact Person]

Dear [Name],

We are writing to invite your organization to collaborate with our school on Play4All, an Erasmus+ project that uses Service-Learning to promote inclusion through adapted physical activities.

About the Project:

Play4All brings together students and people with disabilities to design and implement inclusive sports and physical activities. Students learn about disability, practice empathy, and develop key skills while providing a meaningful service to the community.

How We Would Like to Collaborate:

We would be honored to work with your organization to:

- Learn about the needs and interests of the people you support
- Design adapted physical activities tailored to your participants
- Implement activities together (approximately [number] sessions over [period])
- Reflect on the experience and celebrate together

What We Offer:

- A structured, well-planned educational project
- Committed, supervised students
- Adaptations designed with inclusion in mind
- Recognition of your organization's contribution
-

Next Steps:

We would love to meet with you to discuss possibilities. Please contact me at [email] or [phone] to arrange a time.

Thank you for considering this invitation. We look forward to the possibility of working together.

Sincerely,

[Name]

[Role]

[School Name]

[Email]

[Phone]



Appendix C: Information Letter for Families

Send this letter home at the beginning of the project to inform and engage families.



[School Letterhead]

Subject: Your Child is Participating in Play4All!

Date: _____

Dear Families,

We are excited to share that your child is participating in Play4All, a special project in their Physical Education class.

What is Play4All?

Play4All is an Erasmus+ project that brings together schools from Denmark, Spain, Sweden, and Poland. The project uses **Service-Learning**—a method where students learn by doing something meaningful for their community.

What Will Students Do?

Over the coming weeks, your child will:

- Learn about disability and inclusion
- Meet with a local organization that supports people with disabilities
- Design adapted physical activities and games
- Implement those activities together with community participants
- Reflect on what they learned and celebrate their work

Why Does This Matter?

This project helps students develop empathy, teamwork, leadership, and problem-solving skills—while making a real difference in our community. It also connects classroom learning with the world beyond school.

How You Can Support:

- Ask your child about their project
- Celebrate their efforts and achievements
- Join us for the final celebration (date to be announced)

We are proud of the work our students are doing. Thank you for your support!

If you have questions, please contact me at [email] or [phone].

Warm regards,

[Name]

[Role]

[School Name]



Appendix D: Student Reflection — Pre- and Post-Project Questionnaire

Use the same questionnaire at the beginning and end of the project to measure change. Administer anonymously for honest responses.



Play4All Student Questionnaire

Instructions: Please answer honestly. There are no right or wrong answers. This helps us understand what you learn during the project.

Date: ☐ Before the project ☐ After the project

Section 1: Knowledge and Attitudes

For each statement, circle the number that best represents your opinion (1 = Strongly Disagree, 5 = Strongly Agree).

Statement	1 2 3 4 5
I know what Service-Learning is.	1 2 3 4 5
I feel comfortable interacting with people with disabilities.	1 2 3 4 5
I believe physical activity can help people with disabilities.	1 2 3 4 5
I can adapt a game to make it inclusive.	1 2 3 4 5
I feel confident leading a group activity.	1 2 3 4 5
I think sport can help build a more inclusive society.	1 2 3 4 5
I enjoy working in teams to solve real problems.	1 2 3 4 5

Section 2: Open Reflection

Answer in your own words.

Question	Your Answer
What do you think is the most important thing you will learn (or have learned) in this project?	
What are you most excited (or were most excited) about?	
What are you most nervous (or were most nervous) about?	
(After the project only) What surprised you most?	

Thank you for sharing your thoughts!



Appendix E: Empathy Map Template

Use this template to help students understand the perspective of the people they will work with. Complete one before meeting participants, and another afterward, then compare.



Empathy Map — Understanding Our Partners

Name of person/group: _____

Date: ☐ Before meeting ☐ After meeting

What do they SEE ?	What do they HEAR ?
(Their environment, barriers, people around them)	(What others say to them? What do they hear about themselves?)

What do they SAY ?	What do they THINK ?
(What words or expressions do they use?)	(What might be going on in their mind?)

What do they FEEL ?	What challenges do they face?
(What emotions might they experience?)	(What makes things difficult for them?)

What are their STRENGTHS ?	What interests or hobbies do they have?
(What abilities and talents do they have?)	(What do they enjoy?)

Reflection: What surprised you about the person or group you met?



Appendix F: Blank Activity Card Template

Use this template for students to design their own inclusive activities.



ACTIVITY CARD

Field	Your notes
Activity Name	
Type	☐ Adapted Sport ☐ Motor Game ☐ Exercise/Dance
Target Group	
Difficulty	☐ Low ☐ Medium ☐ High
Duration	
Objective	
Materials	
Setup	
Basic Rules:	1. 2. 3.
Adaptations for Physical Disabilities:	
Adaptations for Intellectual Disabilities:	
Variations	
How will we know it worked?	



Appendix G: Glossary of Key Terms

A quick reference for students and teachers.



Term	Definition
Service-Learning (SL)	An educational approach that combines academic learning with meaningful community service.
Inclusion	Creating environments where everyone can participate fully and feel valued.
Adapted Physical Activity	Physical activities modified to meet the needs of people with disabilities.
Physical Disability	A condition affecting mobility, coordination, strength, or bodily function.
Intellectual Disability	Limitations in intellectual functioning and adaptive behavior that affect learning and daily skills.
Universal Accessibility	Designing activities so that everyone can participate from the start, without needing special adaptations later.
Cooperative Game	A game where success depends on the group working together, not on individual competition.
Empathy	The ability to understand and share the feelings of another person.
Networking	Building relationships and working collaboratively with community partners.
Dissemination	Sharing project results with others to inspire and inform.
Sustainability	Ensuring the project's impact continues after the funding ends.



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