



BIAS

BUILDING AN INCLUSIVE
ATTITUDE IN SPORT



ERASMUS+ SPORT 2023

KICK-OFF MEETING “BIAS”

HAVING A CLEAR IDEA ABOUT THE MEANING OF “INCLUSION”



a.s.d.
la comune

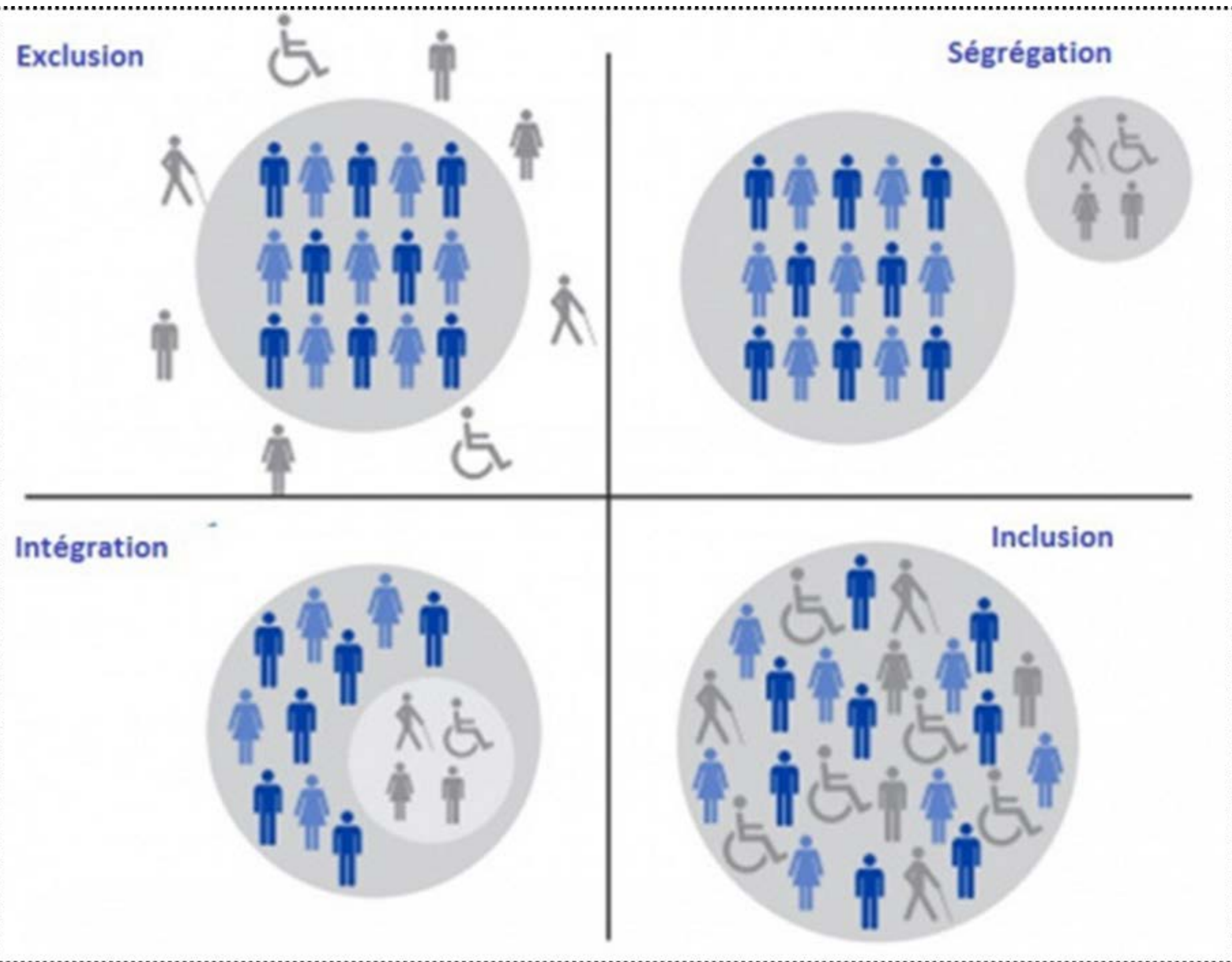
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INCLUSION: WHAT DOES IT MEAN?



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Often when we let a child with disabilities play sport, we integrate him/her (We can say: “he /she does with others”).

At school when children are integrated, they are supported, and they spend time with others. Sometimes it is the same during sport: they are supported and spend time with other. **This is INTEGRATION, not INCLUSION.**

**INCLUSION
THEN MEANS
THAT:**



**THE GROUP FIRST OF ALL
WELCOMES THE DIFFERENCE**



**THE GROUP UNDERSTANDS THAT
HAVING A DIFFERENT CHILD IS A
VALUE, AND IT IS SOMETHING THAT
ENHANCES THE GROUP ITSELF.**



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THESE ARE DEFINITIONS...
LET US NOW
TURN TO OUR REALITY



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If exclusion/integration/inclusion is realised during sports, **it is realised during the whole training.**

Now, we are interested in examining the level of performance required in normal training, to see **if this could be a problem** with respect to the topic of integration and inclusion.



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THERE ARE FOR US 4 FAMILIES OF SPORTS:

- **Individual sports** where relationship with others is minimal (swimming, athletics, fitness).
- **Challenge pairs sports** (tennis, table tennis...).
- **Team sports** (football, basketball, volleyball...).
- **Individual but in group sports** (martial arts, gymnastics, capoeira, dance, ...).



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INDIVIDUAL SPORTS:

They may not be performing (I can run because I love run, not necessary to run faster than the others), but they will never be able to be inclusive because they are... individual.

They **can do integration**, in fact a disabled person can go to a gym to train with weights, or to the swimming pool to swim, doing individual sport is an important moment of **social integration** for him.

CHALLENGE PAIRS SPORTS:

Performance is dominant in training.

People with disabilities can only play with people with disabilities.

They cannot even be integrated, because a pair of different levels does not play a sport, but **play a game**. No integration, no inclusion.

TEAM SPORTS:

Performance is the purpose of the match and VERY OFTEN also the purpose of training.

Team sports can generate integration, but they can easily generate exclusion: **who would ever pass the ball to a child with disabilities, even if he/she's from his own team?**

They can only remedy to generate exclusion **IF** they changes their rules.
If a goal scored by a child with a disability was worth 3 goals, perhaps his teammates would pass the ball to him.

Could these sports generate inclusion if they changes their rules?

Maybe, but not now, not immediately.



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INDIVIDUAL BUT GROUP SPORTS

Performance is one of the ingredients of training BUT is not the goal.

We are able to adapt the training when there are children with disabilities into the group, we are capable of achieving our goals when there are children with disabilities, because EDUCATION has a GREAT ROLE in these sports.

These sports can easily generate integration and also INCLUSION.

WE HAVE SEEN THAT:

THERE ARE SPORTS THAT
EMPHASIZE PERFORMANCE

AND OTHERS IN WHICH THE
TOPIC OF EDUCATION COULD
HAVE AN IMPORTANT PLACE.



PERFORMANCE

MEANS DEVELOPING PHYSICAL
CAPABILITIES AND SKILLS

EDUCATION



MEANS HELPING A PERSON GROW
TO HIS FULL POTENTIAL



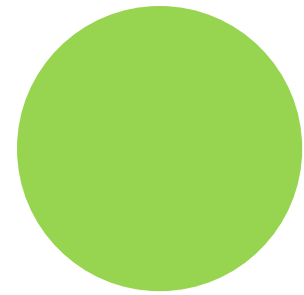
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EDUCATION # PERFORMANCE

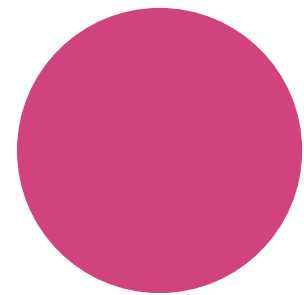
PHASES:





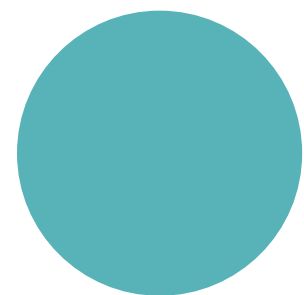
FIRST LEVEL

in these sports performance is predominant over the educational theme.



SECOND LEVEL

we have sports which by their nature begin to demand different behaviour from the person (in basketball there is less protagonist than in football, in rhythmic gym there is a choreography to be done together...) performance and education are both present



THIRD LEVEL

we can say that the growth of the person is the value, education is (or could be) predominant over performance.

IN JUDO IT WAS CLEARLY
SPECIFIED BY ITS CREATOR:

“JI TA KYO EI”

“ALL TOGETHER TO GROW UP”



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Therefore, for JUDO teachers it will be easier to find exercises that HELP children generate an inclusive climate toward children with disabilities (it is the first step to build inclusion),

but we must be able to do something for others sports that we have called *“individual but played in groups”* like karate, rhythmic gymnastics, dance, capoeira, etc.

We must develop exercises, that we can call “universal”, that adapt to all these sports.

The purpose of this BIAS project is to propose guidelines and good practices so that teachers who want it can have operational tools to create lessons that are INCLUSIVE.



THANK YOU